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A DESIGN FOR ACTION RESEARCH AT PROJECT TRY. FINAL REPORT.
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THIS REPORT OUTLINES A DEMONSTRATION-RESEARCH TRAINING PROGRAM FOR 600 DISADVANTAGED 17- 21-YEAR-OLD OUT-OF-SCHOOL, UNEMPLOYED, OR UNDEREMPLOYED MALES FROM THE PREDOMINANTLY NEGRO BEDFORD-STUYVESANT AREA OF BROOKLYN, NEW YORK. FUNDED JOINTLY BY THE OFFICE OF EDUCATION, THE OFFICE OF ECONOMIC OPPORTUNITY, AND THE DEPARTMENT OF LABOR, THE PROGRAM OFFERS THESE YOUTHS TRADE TRAINING, LIFE SKILLS EDUCATION, RECREATION, AND SUCH SPECIAL SERVICES AS JOB PLACEMENT AND GENERAL POSTTRAINING FOLLOWUP. THE IDEAL RACIAL COMPOSITION OF THE PROGRAM IS CONSIDERED TO BE 70 PERCENT NEGRO, 15 PERCENT CAUCASIAN, AND 15 PERCENT PUERTO RICAN. PROGRAM PERSONNEL ARE DRAWN LARGELY FROM THE BEDFORD-STUYVESANT COMMUNITY. IN ADDITION TO THE ACTUAL TRAINING OF THE YOUTH, THE PROGRAM SEEKS TO DEVELOP A NEW CURRICULUM AND TO DETERMINE THROUGH COMPREHENSIVE ACTION RESEARCH ITS EFFECTIVENESS IN PRODUCING POSITIVE CHANGES IN TRAINEES' ATTITUDES AND BEHAVIOR. A MULTIFACETED ACTION RESEARCH DESIGN IS DESCRIBED IN DETAIL AND VARIOUS OPERATIONAL PROBLEMS IN CONDUCTING THE RESEARCH ARE DISCUSSED. A "LIFE SKILLS CURRICULUM MODEL," WHICH EXEMPLIFIES AN EXPERIENCE-CENTERED APPROACH TO CURRICULUM DEVELOPMENT, IS PRESENTED IN THE APPENDIX TO THE REPORT. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FINAL REPORT

Project No. 68503
Grant No. OEG-1-6-068503-1471

A DESIGN FOR ACTION RESEARCH AT PROJECT TRY

by Sidney Rosenberg, Ph.D.
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Principal Investigators

TRAINING RESOURCES FOR YOUTH, INC.
1121 Bedford Avenue
Brooklyn, New York

September, 1967

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November 28, 1967

Dr. David Bushnell
Director of Research,
U. S. Office of Education
400 Maryland Avenue
Washington, D. C.

Dear Dr. Bushnell:

Under separate cover we are forwarding to you 25 copies of the Final Report for Project No. 68503, Grant No. OEC 1-6-068503-1471. The title of the report is a "Design for Action Research at Project TRY."

It should be noted that this small grant was made prior to the decision to fund Project TRY, and that while this is the final report on the small grant award, it is to be reviewed as separate from reports on TRY Grant No. OEC-1-6-002224-2224 and TRY Contract No. OEC 1-6-002225-2225.

It should also be noted that the full implementation of the Action Research Design at Project TRY requires a three to five year effort. The first stages of this effort to be completed in 1968 are described in Chapter 3.

We trust that this design developed by Dr. Adkins and Dr. Rosenberg will be a useful addition to the U. S. Office of Education's effort to find effective means to evaluate educational programs and that the design will also be helpful to projects funded by other agencies who have the same concern for careful evaluation of what produces change.

Sincerely yours,

Paul H. Sharar

Paul H. Sharar,
Executive Director

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PREFACE

Training Resources for Youth, Inc. (PROJECT TRY) was officially born on July 1, 1966, with the receipt of a grant of $4.3 million to conduct a Demonstration-Research Training program for disadvantaged adolescents in the Bedford-Stuyvesant section of Brooklyn, New York. Funds were provided from the U.S. Office of Education, the U.S. Department of Labor, and the Office of Economic Opportunity for an initial period of fifteen months. In contrast to service and community Action Projects, the basic goals of this Project were twofold:

1. To provide a comprehensive environment in which youth from the "culture of poverty" can learn the necessary vocational, personal, and social skills which are essential for living effectively in the "culture of achievement," i.e., to provide an educational environment wherein trainees could select and prepare themselves for achieving their own goals.

2. To develop new methods and techniques for producing positive changes in the attitudes and behaviors of deprived youth.

There has been considerable development of the research design since the publication of the TRY Proposal. Prior to funding, a detailed first draft of the research design was completed. At that time, a modest amount of funds were provided under the terms of a small grant from the U.S. Office of Education, specifically to defray the costs of the Research Advisory Panel. This panel of distinguished social scientists was created to assist the principal investigators of Project TRY in the elaboration and refinement of the research design. We recognized, from the outset, that the conduct of action research with a disadvantaged adolescent population would pose a variety of difficult technical problems of design, instrumentation, and statistical analysis. It was our hope that these more experienced scientists would not only be a valuable resource for specific solutions to specific research problems, but would serve as a critical sounding board which would provide greater objectivity in considering the validity of research strategies.

The members of the Research Advisory Panel, in several individual sessions, and in group conference, have been extremely helpful to the authors in providing many practical suggestions, We would like to take this opportunity to thank the following members of the Research Advisory Panel:

Isidor Chein, Ph.D.	Director of Research, Center for Human Relations, New York University, co-author of "Road to H."
Mrs. Marcia Freedman	Formerly with the National Committee on Employment of Youth. An economist, author of numerous articles on manpower development. Presently with Conservation of Human Resources, Columbia University.
Edmund Gordon, Ph.D.	Chairman, Department of Educational Psychology and Guidance, Yeshiva University. Author of numerous articles on the education of the culturally deprived.
J. Douglas Grant	Chief, Research Division, California State Department of Correction, author of numerous articles on crime, delinquency, and intra-institutional research.
Donald E. Super, Ph.D.	Professor of Psychology and Director of the Career Pattern Study, Teachers College, Columbia University, author of "Psychology of Careers," and "Appraising Vocational Fitness."
Abraham Tannenbaum, Ph.D.	Former Associate Dean, Yeshiva, Former Chief of the Educational Division, Mobilization for Youth, presently Professor, Department of Special Education, Teachers College, Columbia University, author of numerous articles on the education of exceptional children.
Allen Williams	Executive Director, New York State Psychological Association, adjunct faculty, New York University.

In completing this document, we have benefited greatly from the contributions and criticisms of the panel members, many of which are reflected in the Research Design. Any shortcomings and errors in judgment, however, are solely the responsibility of the authors.

We are also indebted to those members of the research staff of the TRY Project who have actively contributed to the development of research and curriculum: Timothy P. Dineen, James D. Wynne, Robert Wolsch, and Sterling Rogers. In addition, we would like to acknowledge the contribution of Mr. Roland Canaday of Reliable Systems, Inc.

We are especially indebted to Paul H. Sharar, Executive Director, with whom we have been intimately associated in research and development activities for more than three years.

Russell N. Service, Chairman of the Research Committee of the Board of Directors has long been a source of continued encouragement and practical wisdom, which has been critically important in seeking to carry out the goals of the project.

We would like to express our special thanks to Allen V. Williams, Chairman of the Research Advisory Panel, whose warm support and wise counsel have been invaluable in shaping and sustaining the research effort.

It should be noted that this present document is organized in the following way:

_____ Chapter I describes the nature of the research and the context in which it is taking place.

_____ Chapter II describes the research design which we conceive to be appropriate, at this time, for determining how effective the educational program is in producing positive attitudinal and behavioral changes in trainees. As such, Chapter II represents our view of the kind of research program that ultimately must be carried out if educational programs of this size and scope are to avoid repeating the failures of the schools; and are truly to become institutions for human development.

_____ Chapter III describes some of the difficult realities that have had to be confronted in conducting research in a newly created and continually developing institution in a time of social upheaval. The staging of the research activities and the statement of priorities reflect the kinds of practical compromises that must be considered in moving toward the eventual attainment of the overall research goals described in Chapter II.

- Chapter IV describes our most recent experiences with the Research Advisory Panel, which indicates the continuing benefit of periodic critical examination of goals, methods, and accomplishments.

In separating the desirable from the immediately practical in Chapters II and III, we have attempted to (1) construct a generalizable model for action-research which confronts what in our view are the major variables necessary for evaluating an educational program in terms of input, process and outcome, and (2) taking into account the experience of the past year, and the current "state of the art," to provide a realistic schedule of research development for the next year at Project TRY.

The research design has undergone several revisions. As more is learned about research strategies, instrumentation and data control and analysis, the design will again be revised. It is our hope that this design, which allows for the evaluation of better second generation theory and methods, can make a contribution to knowledge. At the very least, the design itself may serve as a stimulus to others with different perspectives involved in similar efforts. In preparing the document, we were struck by the degree to which our own perspective about the problem of research had shifted since first considering these issues while participating in the design of the project three years ago, and perhaps radically, since beginning project operations over a year ago. Most recently, from the vantage point of a university setting, with more time to consider what is known and what is not known about the disadvantaged adolescent learner, and the process of education, we can now view the hard problems we had to deal with in the TRY setting with still another perspective.

Initially, we were fully aware of the very ambitious nature of the educational and research goals of the project. We assumed that with a maximum output of effort, many of TRY's program and research goals could be well on their way toward achievement by the end of the first fifteen-month contract period, of what was considered to be a minimal three-year effort. Upon reflection, what we did not fully anticipate was the time it takes to develop a new institution to the point where it can support and enhance educational and research objectives. Our recent experience and our awareness of the problems faced by other projects and colleagues throughout the country convince us that the basic educational research goals of the project are even more important than we viewed them to be a year ago. We have come to realize that all of these goals will not be attained in a year, or two, or even in five years. It simply will take more time.

There is a serious question whether society is willing to provide that time and the very substantial amount of monies which are essential to the development of new models for education and research both here and elsewhere throughout the country. The current lack of funds for the "War on Poverty" has created a "scarcity psychology" which tends to put a premium on number of people "processed" and short-range solution. The time, money and effort required for the development of novel educational programs and the gathering of empirical evidence for longer-range solutions is currently unpopular. Nevertheless, in our judgment such efforts, the value of which become apparent only after several years, are an essential investment.

As we proceed with the implementation during the next year, we do so with a greater awareness of the obstacles that must be overcome, the effort that must be expended and the time it will take.

More than ever, we feel it is important to "TRY."

Sidney Rosenberg, Ph.D.

Winthrop R. Adkins, Ph.D.

York College of The
City University of New York

September, 1967

CHAPTER I

THE NATURE OF THE TRY PROGRAM AND RESEARCH EFFORT

CHAPTER I

THE NATURE OF THE TRY PROGRAM AND RESEARCH EFFORT

The Over-all Design of the TRY Project

As can be seen in the accompanying flow chart diagram, the TRY Project differs from other training project designs such as Job Corps Centers, Community Action Projects, and Youth Opportunity Centers in that it incorporates all necessary program components ranging from the initial recruitment and intake of youth, through training to final job placement and continued follow-up services. Located in the community from which the youth come, and to which many will return to live and work, the TRY Project can be a force for social change with the attendant opportunities and problems which that implies. A detailed description of each component represented in the accompanying flow chart can be found in the bound TRY proposal (Chapters IV and V), and the Abstract (see appendix).

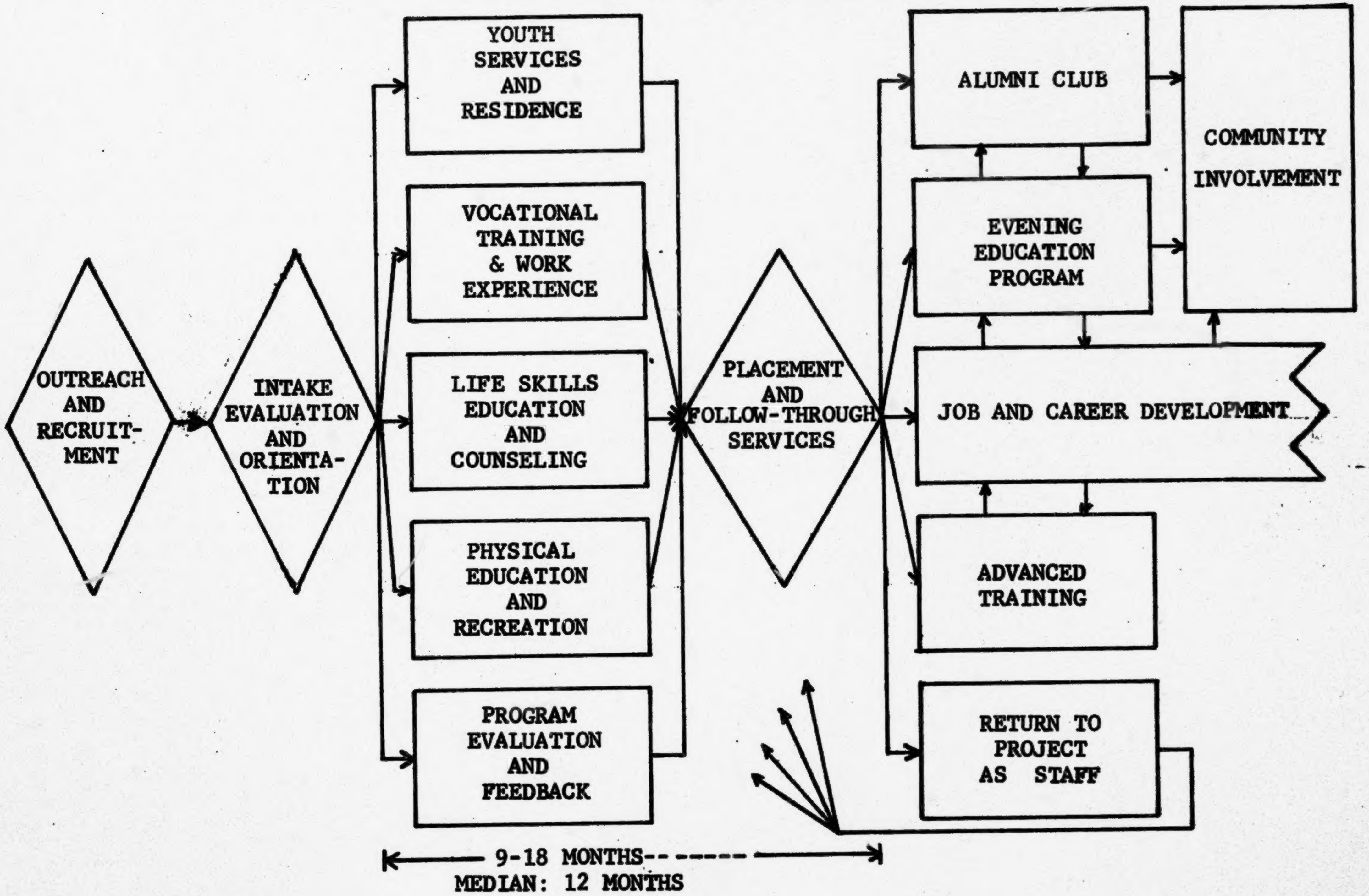
In brief, the typical trainee moves through the Project in the following general sequence:

After being recruited for the program, and after proper clearances have been obtained from family and school, the youth admitted for training is oriented to the Project, tested, and assisted in making a choice of one of six occupations (see Chapter IV of the bound proposal) during his first month in the Project. He is also assigned to a Life-Skills Education group with fourteen other trainees and selects an initial recreation program. The leader of the Life-Skills Education group, in addition to his educational function, conducts regular counseling sessions in order to help the trainee coordinate his program, give him support and help him to resolve personal difficulties as they arise. (For a more detailed description of the role of the Life-Skills Educator as teacher-counselor, see Chapter IV of the bound TRY Proposal.)

The daily program for each youth is about seven to eight hours long with additional scheduled voluntary activities. It includes about three hours of occupational training, three hours of Life-Skills Education, and one to two hours of sports and recreational activities. This basic schedule is flexibly ad-

TRAINING RESOURCES FOR YOUTH

FLOW DIAGRAM OF YOUTH DEVELOPMENT - 3/66


OUTREACH AND RECRUIT-MENT
INTAKE EVALUATION AND ORIENTA-TION
YOUTH SERVICES AND RESIDENCE
VOCATIONAL TRAINING & WORK EXPERIENCE
LIFE SKILLS EDUCATION AND COUNSELING
PHYSICAL EDUCATION AND RECREATION
PROGRAM EVALUATION AND FEEDBACK
PLACEMENT AND FOLLOW-THROUGH SERVICES
ALUMNI CLUB
EVENING EDUCATION PROGRAM
JOB AND CAREER DEVELOPMENT
ADVANCED TRAINING
RETURN TO PROJECT AS STAFF
COMMUNITY INVOLVEMENT
9-18 MONTHS
MEDIAN: 12 MONTHS

ministered, depending on the needs of the youth. Toward the end of his stay in the program, each youth works with special placement counselors, is assisted in finding a job, and provided with follow-through services such as: post-training counseling, an alumni club, and recreational programs.

By the end of the first contract year a total of 600 youth will be enrolled in the project. The budget permits approximately 9 to 18 months, with an average duration of one year of training. A small number of selected youth will live in small brownstone house units (11-15 youth with appropriate staff in each unit.)

The Centrality of Life-Skills Education

The TRY Project was funded for the purpose of exploring some of the kinds of educational and vocational experiences that are most effective in producing attitudinal and behavioral changes in disadvantaged youth. Chapter III of the bound TRY proposal describes the theoretical model which informs all aspects of the Project. The model is most directly translated into operational terms in the Life-Skills Education program. In brief, the theory holds that individuals are most likely to change their attitudes and behavior in positive directions when they have been consistently reinforced for incorporating into their style of living the connection between their thoughts, their actions and the consequences that ensue from them. It is assumed that this cognitively based TAC (thought-action-consequence) model, when implemented in the set of experiences which constitute the curriculum, will facilitate the individual's capacity to cope with the problems he must solve in his everyday life as a working adult. The curriculum deals with major problems related to: the self, careers, leisure, home and family, and community. The Life-Skills Education program is a conscious attempt to translate the TAC model into educational terms.

Critical to the basic design of the Life-Skills Education program is the concept of the teacher-counselor, the Life-Skills educator, who provides the major linkage between the individual trainee and the project. The Life-Skills educator implements a problem-centered curriculum which enables each trainee to participate in a series of planned, graded experiences which provide constant reinforcement for the thinking-action-consequence relationship as an essential ingredient in problem-solving. The curriculum encompasses opportunities for active exploration of alternate ways of perceiving, scanning and defining problems through community and classroom projects, discussion and reading. Group and individual counseling provide an opportunity to reflect upon these experiences and to set personal goals. Personal growth is hopefully encouraged by the opportunity to explore, through further discussion and subsequent experiences, a range of alternative ways of thinking about and acting upon problems, in order to anticipate realistically the variety of possible outcomes. It is a fundamental assumption that the repetition of such educational experiences leads to the personal control necessary for freedom of choice in behavior.

Hence, the curriculum emphasizes three critical components:

First, problem as opposed to a subject-centered curriculum.

Second, planned community and classroom experiences, as opposed to merely classroom educational activities.

Third, a broadened role for the Life-Skills educator which integrates rather than separates teaching (information-imparting) and counseling (reflective-interpretative and goal-setting) activities.

Central to this educational method is the process of group dynamics. As J. Douglas Grant of the California Correctional System has shown, the group process itself and peer pressure can be used effectively for the systematic self-study. The method of periodically recording individual and group goals ("expectancies") and contrasting them with outcomes ("observed behavior") provides a powerful tool for the monitoring of decision-making through the utilization of feedback and the shaping of behavior. This approach encourages the student to participate fully in the development of his own educational experiences (i.e., the "curriculum") and enhances his ability to take responsibility for himself. The systematic record of group process, in addition to having program utility, constitutes a major source of data for future analysis.

The Nature of Research at TRY

The major purpose of this experimental-demonstration project is to develop a variety of more effective methods, techniques and systems for producing positive attitudinal and behavioral changes in disadvantaged youth, so that they may become employed, self-supporting and productive citizens. The theoretical basis on which such attitudinal and behavioral changes are predicated is made explicit in Chapter III of the TRY Proposal. We have, insofar as possible, attempted to reflect these concepts in the design of the educational programs and the structure of the Project, as described above.

The research at Project TRY can best be described as action research which is primarily directed at facilitating and improving program operations in this experimental and demonstration training project. Due to the innovative and complex design of the project, this research is exploratory in nature and multivariate in design.

- Action research seeks to describe and discover relationships between significant events that occur in a naturalistic setting. On the one hand scientific inquiry of this sort lacks the elegance and relative simplicity of the carefully ordered laboratory experiment where the variables which influence outcomes can be brought under more effective control. On the other hand, while action research may lack the elegance, order and control of the laboratory, it confronts the investigator with the complex realities of real-life problems messy as they often are, and increases the likelihood that his findings will have more immediate and relevant applications. In addition, the process of inquiry itself, in an educational setting, may very well encourage the questioning attitude and self-study which is so essential a part of education, and of creative educational programming.

- TRY research is exploratory in nature in two senses:

  - in a general sense, the search for and adaptation and development of instruments, techniques and professional roles in an experimental-demonstration project is an exploratory process that becomes more focused with increasing experience throughout the life of the project.

  - in a more specific sense, in view of the lack of a carefully researched body of knowledge about the learning process of the culturally disadvantaged, research studies during the first phase must be exploratory and focused upon ex post facto analysis of events as they occur. There is little justification at this time for applying traditional hypothetico-deductive research methods in an action research setting to investigate the major complex questions. The traditional approach requires the prior construction of carefully differentiated and consistent treatment modalities and the random assignment of subjects, a process which is particularly difficult in view of the sensitivity and suspiciousness of the culturally disadvantaged toward the "manipulations" required by this kind of research.

- TRY research is based upon the utilization of multivariate techniques which will facilitate in-depth exploration of critical questions and enhance the opportunity for new discoveries. The current availability of multivariate techniques makes possible exploratory studies of the complex interrelationships among data. Moreover, it is a fundamental assumption of both program and research at TRY that significant behavioral change is the outcome of the interplay of multiple classes of variables. Multivariate analysis is entirely consistent with and crucial to our understanding of these processes.

The attempt to carry out this exploratory, multivariate action-research effort in an institution which itself is just achieving a modest degree of stability after one year of existence has been and continues to be a most arduous task. The difficulties of carrying out research in such a context are numerous and require the frequent reexamination of plans (see Chapter III of this report); however, the knowledge gained about the realities of the learning process and the research process is well worth the price. The heuristic value of this first-generation exploratory, multivariate action-research program is that it can lead to realistic, better controlled and defined second- and third-generation research studies, which may suggest specific issues for investigation either in the laboratory or in a more predictable naturalistic environment.

Major Research Questions

Research at TRY is basically concerned with answering these three fundamental questions:

1. Does the program work? (i.e., are there positive changes in the attitudes and behaviors of trainees? What can account for those changes which are observed?)

2. How can research best contribute to program improvement?

3. What can be learned about the problems of conducting action-research in experimental and demonstration training programs?

1. The first major question "Does the program work?" is, of course, the central issue around which all research activities are organized. The answer must be derived from the investigation of a series of specific questions related to the immediate and long-range goals of the program.

The ultimate goal of the TRY project is to establish an educational environment which will encourage trainees to develop a set of functional attitudes and behaviors necessary for productive employment, a more effective and satisfying personal and family life, and responsible participation in the life of the community.

The evaluation as to whether trainees will ultimately live more effective and personally satisfying lives can only be determined several years after the completion of their training, through a series of carefully designed and executed follow-up studies.

The immediate problem facing the TRY research staff is the evaluation of changes in behaviors and attitudes presumed to be significantly related to personal and vocational growth and development, and the relationship of those changes to various components of the program. The immediate within-project research problem can be translated into the following questions:

a. Have trainees achieved a minimally adequate level of knowledge and skill in a vocational trade?

b. Have trainees significantly improved their basic functional communication and computational skills?

c. Has there been any change in the pattern of vocational aptitudes, interests and work values?

d. Has there been an increase in trainee's self-esteem, i.e., positive attitudes toward the self?

e. Has there been an increase in usable information about and attitudes toward life-skills problems, in the areas of: career planning, recreational activities and opportunities, the nature of the community, physical and psychological aspects of the self, and the management of home and family responsibilities?

f. Has there been an increase in knowledge of Negro history and culture and the contributions of Negroes to American culture?

g. Has there been an increase in the trainee's ability to solve personal problems successfully, i.e., an increasing congruence between thoughts about problems, the actions taken, and the anticipation of consequences?

h. Has there been an increase in realistic goal-setting and planning?

i. Has there been an increased ability to enter into and maintain functionally useful and mutually enhancing interpersonal relationships with peers and others?

j. Has there been an increase in the trainee's capacity to regulate his behavior in order to satisfy his own needs in the context of the social structure?

2. What in the Program can account for those changes in trainees which occur?

Project TRY is composed of a number of closely interrelated program components such as Vocational Training (six trades), Life-Skills Education (teaching, counseling, field experiences, etc.), a pilot residence program, recreation and physical education, etc. Although all trainees will be exposed to all of the above components, with the exception of the residence program, the specific patterning of these components for any specific trainee will vary, for example, with time in program, differences in staff and therefore differences in curriculum, differences in basic-skills training program, etc.

The examination of these several program differences and their varying effect on trainee performance will help to produce critical and useful information for program improvement and project management. The following are illustrative questions which have significance not only for evaluating the effectiveness of the TRY program, but also have enormous practical value for the operation of every manpower training program:

a. Staff - How do you select them, train them, determine their effectiveness in general and with particular kinds of trainees? Are there different patterns of effectiveness in Vocational Training and Life-Skills?

b. Life-Skills Education - What is the utility and feasibility of combining the teaching and counseling functions, what is the best approach to the development and implementation of a problem-centered, reality-oriented curriculum (methods, degree of autonomy and participation of educators, etc.), how effective are non-classroom projects and experiences (including field trips), can trainees profit from participation in constructing their own curriculum? What are the most effective methods for improving basic communication and computational skills and with what kinds of trainees?

c. Vocational Training - What are the most appropriate methods for the selection and assignment of trainees to different trades, what is the effect of multiple training branches within a family of occupations on differential vocational choice of trainees? Can changes in vocational aptitudes and interests be attributed to specific vocational training?

d. Residence - To what extent and with what kind of youth does residence in a self-contained unit influence vocational progress and social and personal adjustment? What are the special problems of such a residence program?

The preceding questions and some others of similar practical value will be assessed through the use of multivariate techniques in seeking to answer the fundamental question which defines the purpose of this project:

> What kind of program, composed of what components, with what characteristics is most effective with what kind of trainee, over what period of time?

3. What can be learned about the problems of conducting action-research in experimental-demonstration training programs?

In view of the relative lack of information about training programs for the disadvantaged, together with the sensitivities about and resistance to research, ways must be found to engage program staff in the process of self-study; i.e., to participate in the evaluation of program effectiveness. In addition, given the state of the art with respect to relevant tests and instruments for the disadvantaged, a critical need for test developments exists; a necessity which creates the opportunity for involving program staff in the development of appropriate tools for assessment. Project TRY can contribute to knowledge about these research processes as it seeks to answer the question posed by this design; namely,

> What kind of research system, with what kinds of instruments, with what degree of program-staff participation, and with what amount of lead-time, is necessary to monitor training effectively, and contribute to program development and improvement?

A proto-design for research focused on questions of changes in trainees, project effectiveness and research system utility was completed earlier. Chapter II, which follows, represents a modification, in the light of subsequent experience, of this basic design. Chapter III will consider the realistic and practical problems encountered, and the strategies employed in seeking to carry out, over a period of time, the research and development responsibilities of Project TRY.

CHAPTER II

AN ACTION-RESEARCH DESIGN

Chapter II

AN ACTION-RESEARCH DESIGN

In attempting to determine the nature of the changes in trainees and to relate the changes to variations in program, the researcher must confront, first of all, the major third question raised in Chapter I; i.e., the nature of research systems and methods which will support this effort. As will be discussed in Chapter III, it is entirely possible that hard, reliable, verified evidence about the behavior of trainees and its relation to programs will take very considerable effort over an extended period to achieve fully. What must be confronted first, and what may be the most realistic and useful contribution to be made at this time, is the problem of how to achieve greater knowledge about the process of conducting action-research; i.e., selection and definition of predictor and criterion variables; selection, modification, and/or development of valid and reliable instruments; development of a rapid and efficient information-processing system; determining the most effective means for maximizing the impact of the process of self-study on program development and improvement.

Consistent with the above considerations, the major thrust of this study, as previously described, is exploratory. The description of a series of *ex post facto* exploratory studies which follow are referred to as Type A studies. A very limited number of special studies will be conducted at a later stage. These are referred to as Type B studies and employ the hypothetico-deductive research model which requires advanced specification of experimental and control groups and the random assignment of subjects.

In the remaining sections of this chapter, for purposes of maximum clarity, we have organized the description of the research design in the following sequence: (1) Basic definitions which provide a methodological framework; (2) a detailed and illustrative study indicating some suitable procedures; (3) a series of hypotheses, with typical cross-break analyses, which can also utilize a similar set of procedures; (4) special studies; (5) a description of a system, currently planned, for information collection, processing, storage, and feedback, and (6) a summary of critical issues.

A Methodological Framework

1. The Definition of the TRY Sample

Because of inherent program limitations the following presenting problems necessitate exclusion from the Projest: Drug addiction, alcoholism, brain damage, non-English-speaking, severe limiting physical handicap, reading level below second grade (except certain selected cases, as indicated below).

The basic variables to be considered in selecting trainees and the most desirable proportions for each selection category are as follows:

A. Race

The ideal distribution of trainees would include: 70% Negro, 15% Caucasian, 15% Puerto Rican.

Rationale:

- TRY is designed primarily to service youth from the ghetto community of Bedford-Stuyvesant, which is predominantly Negro.
- Negro youth will work, study, and, hopefully, live in an integrated society, and therefore can benefit educationally from their experience in an integrated program, including both fellow trainees and staff.
- Sufficient numbers of non-Negroes must be included to make this process meaningful and to prevent the establishment of small, isolated, non-Negro minorities within the student population, which would reduce the opportunity for a truly integrated program.

B. Reading Level

The most useful distribution of reading levels within the trainee population would be as follows:

Level 2 (or below)	- 3%; i.e.	18 trainees
Level 3	- 5%; i.e.	30 "
Level 4	- 12%; i.e.	72 "
Level 5	- 15%; i.e.	90 "
Level 6	- 25%; i.e.	150 "
Level 7	- 15%; i.e.	90 "
Level 8	- 10%; i.e.	60 "
Level 9	- 10%; i.e.	60 "
Level 10 (or above)	- 5%; i.e.	30 "
Total:	100%	600 trainees

Such a distribution provides a sufficient range of reading ability, an index of past educational attainment, with a mean level at about the 6th grade, and an approximately normal distribution around the mean.

C. Age

The most appropriate distribution with respect to age is as follows:

17 years	- 20%; i.e.	120 trainees
18 "	- 20%; i.e.	" "
19 "	- 20%; i.e.	" "
20 "	- 20%; i.e.	" "
21.0-21.5 "	- 20%; i.e.	" "
Total:	100%	600 trainees

D. Probation

The maximum number of trainees coming from probationary referral sources should be 25%; i.e., 150 trainees. This limit is imposed in order to prevent an interpretation of the Project as essentially a non-voluntary juvenile delinquency project, rather than a voluntary program concerned with the broader issues of retraining and education for disadvantaged adolescents, which is, in fact, the primary purpose of TRY.

E. Educational Background

The proportion of high school graduates or holders of equivalency diplomas should be limited to 20%; i.e., 120 trainees. With a minimum of 80% of the TRY population made up of non-high school graduates or GED certificate holders, the sample will represent the realities of the community the project serves and will insure, along with reading levels, that TRY is truly selecting among the wide range of abilities, including the so-called "hard core."

2. Variables

A. Trainee Variables

The chart which follows lists some major variables, including definitions and measures that may be used in various studies to examine the relationship between changes in critical trainee behaviors and attitudes and program variables.

Variable	Instruments & Measures
(1) Knowledge and Skills	
a. Vocational (Amount of acquired information and skill related to specific trade training program and/or occupation	Standard classroom tests and practical shop exercises Occupational Information Test (O'Hara)
b. Life-Skills Education - Amount of acquired information and skill related to the five (5) areas of life-responsibility, and special programs in Negro history and culture	Standard classroom tests and Special Projects Performance (to be developed)
c. Basic Communication Skills - Level of reading ability	
i. Grade Norms	Gates-McGinitie, Metropolitan Achievement Tests, SRA Reading Record
ii. Functional - Degree of application of reading ability in functionally useful ways; i.e., reading technical manuals, following written instructions, using newspapers and other written material in class projects, etc.	Rankings and/or ratings (Likert-type scales) - (to be developed)

Trainee Variables (continued)

Variable	Instruments & Measures
iii. Communications Skill Interrelation - Speaking, writing, listening	Alternate written and taped versions of the Gates-McGinitie and Wepman Test of Auditory Comprehension
d. Basic Computational Skills - Level of Mathematical Ability	
i. Grade Norms	Metropolitan Achievement Test
ii. Functional - degree of math ability in functional shops and Life-Skills projects.	Practical shop test scores, standard classroom tests
(2) Aptitudes, Interests and Values	
a. Vocational Aptitude	Bennett Mechanical; F.A.C.T., GATB: DAT-Mechanical Reasoning
b. Vocational Interest	Minnesota Vocational Interest Inventory, Weingarten Picture Interest Inventory
c. Work Values	Super Work Values Inventory
d. General Aptitude (IQ)	Revised Beta examination, Full-Range Picture Vocabulary Test
e. Vocational Maturity	Readiness for Vocational Planning (Gribbons & Lohnes) Knowledge of Career Stages
(3) Cognitive Skills	
a. Problem-solving	Ratings of counseling and Life-Skills projects

Trainee Variables (continued)

Variable	Instruments & Measures
b. Goal-setting & Planning - Increased ability to select realistic goals on the basis of new information	Individual forms for setting periodic goals in vocational education and Life-Skills and for comparing performance with predictions ("Expected-to-observe" technique - J. D. Grant)
c. Field Independence - Increased capacity to respond to relevant cues	Embedded Figures Test
d. Risk-taking - Increased ability to take moderate risks, after weighing alternate risks, in selecting optional courses of action to attain specific goals	Willingness to Accept Limitations Test (Berger)
e. Mode of Thinking	Minnesota Tests of Divergent Thinking
(4) Personality	Inventory of Self-attitudes (Horace Mann-Lincoln Inst.), "How I Feel about Myself," NYC Board of Education Bureau of Research
a. Self-esteem	California Test of Personality - Subscale; Semantic Differential; Adjective Check List (Gough or Bills)
b. Vocational Self-concept	Adjective Check List (Bingham)
c. Self-regulation - Capacity to regulate one's own behavior in order to satisfy personal needs (without resort to non-productive extremes of behavior; e.g., acting-out, passivity, constant tardiness or absence, etc.) in the content of a given social structure	Observations by staff and peers, critical incidents, attendance

Trainee Variables (continued)

Variable	Instruments & Measures
d. Attitudes	Social Values Scale (Prince): Trainee reaction questionnaire (experimental form developed); California Test of Personality (School, Community, Family Subscales) Semantic Differential "Dogmatism Scale" (Rokeach); Attitudes related to Life-Skills responsibility areas (selected scales from Shaw & Wright)
e. Motives - Perseverance (initiative, involvement, etc. in achieving self-enhancing goals)	T.A.T. (scored for n Ach; n Aff, n Pow); observations and ratings of amount of constructive initiative, participation, and independence; degree of identification with educator; level of aspiration tests (to be selected); Rosen's Achievement Syndrome Scale
f. Interpersonal Relationships - Increased ability to enter into and maintain appropriate, functionally useful, and mutually enhancing relationships with peers and others	Sociometric measures of number and kind of friendship choices; Interaction Process Analysis (Bales); Staff ratings and observations (to be developed); O'Sullivan-Guilford Test of Social Intelligence
(5) Biographical Demographic Factors - Age, education, experience, familial status, etc.	Biographical Inventory, Background Questionnaire

B. Staff Variables: The following variables deserve to be considered in relation to trainee variables and program variations:

Variables Related to Life-Skills Educator and Vocational Instructors

Variable	Instruments & Measures
(1) Pedagogical Skills - Life-Skills/ Vocational Ed.)	
a. Command of Subject Matter	Knowledge of materials as represented in L-S Curriculum (Areas of Life Responsibility) and in Vocational Education Curriculum, as measured by content of curricula, content tests, and supervisor ratings
b. Classroom/Shop	Ability to communicate effectively the content of curricula as measured by both the performance of the trainees and by supervisor ratings
c. Counseling	Ability to conceptualize and resolve trainees' personal problems as they arise, using the T.A.C. sequence approach, as measured by analysis of tape-recorded interviews, trainee performance, and supervisor's ratings
d. Individual Projects	Ability to stimulate trainees to assume initiative in the design and implementation of community-based individual projects, as measured by number and quality of projects, etc.
e. Administration	Responsibility with respect to accurate and timely maintenance of records, effective scheduling of trainee activities, participation in

Variables Related to Life-Skills Educator and Vocational Instructors

Variables	Instruments & Measures
e. Administration (continued)	staff conferences and training programs, and cooperation in evaluation procedures, as measured by attendance records, submission of reports, and evaluations and ratings by supervisors
f. Integration-of-role Components	Degree to which educator or instructor can effectively integrate the roles and activities outlined above, as measured by sample job analysis, supervisor ratings, and role-concept tests (Q-sorts, etc.)
(2) Critical Role-related Abilities	
a. Knowledge of Trainee and Community	Evidence of demonstrated knowledge of characteristics of trainees in general, the community, and of trainees assigned to him, as measured by reports, ratings of supervisors, etc.
b. Empathy	Capacity to establish a sense of identity and rapport with trainees, as measured by ratings, etc.
c. Reality orientation	Capacity to make objective appraisals of trainees in terms of their readiness to deal with the realistic demands of an adult role, as measured by congruence with the appraisals of others (placement specialists, etc.)

Variables Related to Life-Skills Educator and Vocational Instructors (continued)

Variable	Instruments & Measures
d. Flexibility	Ability to change his method of operation in order to mediate between the structure of the curriculum and the emergent needs of trainees, as measured by supervisor ratings of the utility of his suggested curriculum adaptations. Tests of ambiguity, rigidity, etc. will also be employed
e. Maturity	Appropriateness of his mode of relating to trainees, peers, supervisors, members of the community, and as indicated by his behavior in various contexts reported in quarterly staff fitness reports (leadership, followership, responsibility, and discretion would clearly be among the characteristics to be considered)
(3) Personal Characteristics	
a. Values	Allport-Vernon, Minnesota Teacher Attitude Inventory
b. Attitudes	Semantic Differential F-Scale
c. Motives	T.A.T. (scored for n Ach, n Aff, n Pow) observations and ratings of supervisors of degree of persistence in task performance, amount of constructive initiative, and independence.

Variables Related to Life-Skills Educator and Vocational Instructors (continued)

Variable	Instruments & Measures
d. Personality	California Test of Personality (Adult Form); Dimensions of Temperament (Thorndike)
(4) Biographical-Demographic Factors - Age, sex, race, education, experience, kind of training, etc.	Biographical Inventory; personnel questionnaire to obtain among other things measures of vocational maturity and vocational adjustment

C. Program Variations: The trainee and staff variables described above can be examined in relation to the following program variations:

Program Category*	Variations
(1) Life-Skills Education	Content-centered** Experience-centered**
(2) Vocational Training	(a) Auto-Diesel Mechanics Repair and Service (b) Vending Machine Repair and Service (c) Appliance Repair and Service (d) Heating/Air Conditioning/Refrigeration Repair and Service

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*It should be noted that another major basis for program variations will be individual differences in staff characteristics which will define a different set of experiences in Life-Skills (both classroom and counseling) and Vocational Training for different groups of trainees. These differences can be examined in terms of differences in teacher style (structured vs. non-structured, authoritarian vs. permissive, etc.), differential emphasis on content and utilization of material, and differences in teacher vs. student initiation of learning.

** See Appendix for definition.

3. Instruments

A. Problem of Standardized Tests with the Disadvantaged

The preceding charts (of variables and instruments) serve to indicate that certain standardized tests such as the MAT, Gates McGinitie Reading Test, the GATB, etc. may be utilized to gather information about the trainees. It should be noted that in view of the fact that these tests were standardized upon populations culturally different from our target population, their validity as indicators of aptitude or achievement is limited. However, it would be useful to know if at certain points during the training process they become better indicators of the trainee's potential performance. In this sense, such measures may be more or less effective as possible criteria. This would be important to know since these measures are currently widely used for prognosis and selection. The opportunity presented to begin the establishment of norms for these standard instruments on disadvantaged adolescents will in itself be a contribution to research knowledge which will help to curtail their misuse with similar populations (e. g. GATB by U.S.E.S. and MAT by the schools).

B. Reliability

The disadvantaged adolescent population is reportedly very heterogeneous with respect to most traits. The instability of certain traits in the adolescent population in general and the disadvantaged in particular is widely acknowledged. The fact that the reliabilities reported for standard instruments were not determined on this population presents real measurement problems. The Negro adolescent's "argot" and the relatively limited vocabulary of the high school drop-out prevent one from assuming that instruments developed on white middle-class populations will be reliably understood by this population. Therefore, it will be necessary, when using standard instruments, to determine as best as possible the reliability of those instruments for this population.

C. Validity

The intrinsic validity of standard instruments is questionable. There is a set of presumptions related to common experiences, commonly shared vocabulary, and test-taking sophistication, which underlie each test and affect validity. These particularly apply to Construct and Content Validity. Nevertheless, given the lack of instruments specifically developed for this population, we have no other alternative but to select judiciously instruments which are least affected by these limitations. One of the major intents of this research is to gain greater knowledge about the Concurrent and Predictive Validity of standard instruments for this population.

Any conclusions reached using standardized instruments must be considered in the light of the aforementioned problems of Reliability and Validity.

D. Quantitative and Non-quantitative Data

A project such as TRY, with its focus on the processes of behaviorial change and upon the interpersonal encounters which underlie those processes, must not depend solely, or even primarily, upon data-collection methods which are standardized and easily quantifiable. Neither should the availability of punch-card data-processing techniques determine the kinds of research questions that must be dealt with. Too often dependence upon available tests and sophisticated statistical aids produces complex analyses which are unrelated to the realities of the issues involved and are of little practical value.

Quantification and mechanical processing will be attempted where practical. Observations which appear important and relevant and which cannot be quantified will be handled descriptively or anecdotally and will be integrated with more mathematical treatment of the data. Given the scope of problems involved in the TRY Project, it is more than likely that many significant findings will involve non-quantifiable, non-statistical observations.

The data collection procedures of the study, accordingly, may include:

(1) Standardized Test Administrations - Attitude and interest questionnaires, achievement tests, etc.

(2) Structured Observational Techniques - Directive interview, ratings, sociometrics.

(3) Unstructured Observational Techniques - Participant-observer ratings, content analysis, projectives, etc.

(4) "Tailor-made" Test Administrations - "Teacher-made" tests, shop tests, specially developed in-house measurements.

(5) Staff and Trainee Narrative Reports.

Procedures (1) through (4) permit, in appropriate degrees, some quantification and/or codification for purposes of analysis, and for the establishment of validity and reliability. Together with Procedure (5), they provide a range of data from the intensely personal through the more "objective" and "impersonal," which will allow the research staff to study the nature of the processes involved, for both staff and trainee, in changing and modifying behavior at a number of different levels. A multileveled approach is absolutely essential since the processes of change are both complex and subtle and must be explored, using a variety of techniques. Whether the nature of such changes as do occur can be identified by objective, standard measures or by more subjective, observational techniques cannot be predicted in advance. In any given domain one or the other kind of measure may be important. In many cases the interaction between levels of measurement may provide the most significant clue. The TRY research model provides data at each level on the ongoing basis as part of an approach to the evaluation of change.

Basically, this action-research design helps to insure that we ask the right questions and that we systematically attempt to get answers. In view of the complexity of human beings and the crudeness of present research techniques, quite obviously the answers to many questions cannot be derived from statistics, but must be based upon the wisdom and sensitivity of staff judgment.

4. Criteria

Below are major categories of variables that can be used as intermediate and long-range criterion measures. As indicated in Chapter I, changes in trainee behavior and attitudes will be basic intermediate criteria. (The preceding list of trainee variables is summarized below.)

A. Intermediate Criteria

(1) Knowledge and skill in Life-Skills and Vocational Training.

(3) Personality.

(3) Aptitudes, interests and values.

(4) Cognitive skills.

Intermediate criterion measures will be developed in greater specificity when needed and will appear in a subsequent revision of this document. It should be noted that the means for recording post-training vocational experience has first priority for development.

B. Long-range Criteria

(1) Vocational adjustment.

(2) Social adjustment.

(3) Community participation.

(4) Leisure activities participation.

The development of long-range criteria necessarily includes the following: an evaluation of placement activities (i.e., number of placements, extent of training-related placements, employer attitudes, etc.); trainee utilization of post-training resources (counseling, recreation, alumni clubs); post-training educational experience, etc. Project placement success will be viewed in terms of the current employment market in each of the trade areas as compared to the placement success of other projects. An attempt will also be made to develop an index of employability, utilizing basic indices of "floundering" and "trial" developed by Super, Locasio, Gotkin, etc.

5. Controls

Unrelenting community and internal pressure to provide training to applicants on a minimal exclusion basis has made it impossible and even undesirable to establish randomly assigned experimental and control groups. Consistent with this reality and the ex post facto nature of the research design, we will attempt to deal with the control problem in a variety of ways:

A. Comparison groups. An attempt will be made, where possible, to obtain comparable entry data from other projects and a sufficient number of non-accepted candidates for TRY. This will permit a series of multiple gross comparisons (pre-post-TRY and pre-post-other projects, as well as pre-post-TRY and post-other projects or non-projects.

B. Quasi-longitudinal comparisons. By making the assumption that the entering 21-year-old who is without prior project experience presents a picture of what the 17-year-old would be four years later without benefit of training, some measures of the relative effectiveness of TRY training can be made.

C. Methodological Control. In ex post facto studies (Kelinger 1965) the degree of assurance about a given cause and effect interpretation can be increased through systematic assessment of alternative explanations, stated hypothetically.

6. Statistical Considerations

A. It is anticipated that the three usual kinds of statistical techniques will be employed; i.e., descriptive, analytic (correlational and analysis of variance designs), and factorial (factor and cluster analysis). The latter technique is particularly aimed at measuring the relative contributions of trainee characteristics and program components to major project goals

B. As data accumulates it will become possible to select, in a statistical way, combinations of measures which can provide basal prediction indices. Such indices can be especially useful in refining selection and assignment procedures (for trainees and staff) and for subsequent program modification.

C. Because of the sheer amount of data which is being collected and processed from a variety of sources, electronic data processing is clearly the most efficient and feasible technique for analysis. This requirement is particularly urgent as it relates to our feedback design (described later in this chapter) which by definition requires the rapid processing of information.

7. Hypotheses

In view of the methodological problems inherent in ex post facto research designs it is necessary to specify a series of hypotheses about the major dependent variables with which we are concerned, and to consider these in relation to alternative hypotheses so that gross errors of interpretation can be avoided. Each of the questions posed in Chapter I constitutes an implicit hypothesis of the study. In the section which follows, one such hypothesis will be treated in detail. A series of additional cross-break analyses is provided to illustrate the range of hypotheses which may be investigated, and the approach to the first stage in the analysis of results.

It should be noted that these studies will be conducted with as large a number of subjects out of the total of 600 trainees as is practical, depending on completeness of date and procedural considerations.

A. A Detailed Example - An Exploratory Hypothesis - Type A

(1) Hypothesis - Trainee self-esteem will change as the result of experience in Project TRY.

(2) Instruments - Self-esteem will be measured in several ways by: (a) the California Test of Personality (CTP); (b) the (to be selected) Adjective Check List (ACL); and (c) Semantic Differential (SD) Rating Scale.

(3) Procedures - The CTP, ACL and SD will be administered to the successive recruitment groups of trainees during November, 1967, as a part of the general testing program. The self-esteem measures will be readministered between 90 and 100 days after entry into the program, and again at the time of exit from the project. Scores will be treated both individually and in

a combined "Index of Positive Self-esteem" (IPSE). Difference scores will be used to determine the extent and direction of change in three ways:

a. From point of entry to point of exit.

b. From point of entry to first readministration.

c. From first readministration to point of exit.

These three comparisons can also reveal the presence or absence of a consistent pattern of change.

Subjects will be divided into three groups for each of the above three comparisons on the basis of obtained scores:

i. No-change Group - Ss showing no significant differences among the test administrations.

ii. Positive Change Group - Ss showing significant positive changes in scores among test administrations.

iii. Negative Change Group - Ss showing significant negative changes in scores among the test administrations.

(4) Reliability

The use of three tests will provide a measure of concurrent validity. The content validity of these instruments is limited by the problem created by special linguistic differences of this population as discussed earlier in the chapter. It would be preferable, both in the case of the Adjective Check List and the Semantic Differential, to construct instruments from the vocabulary provided by the trainee. If time permits, an attempt will be made to elicit trainee constructs and create scales and checklists.

After data have been collected a number of interrelated studies may be conducted, as follows:

(5) Basic Studies

a. Do reliable changes in self-esteem occur?

After determining the extent of normal test-score variability, scores can be examined in order to identify groups of Ss in whom significant positive or negative changes have occurred on any of the three comparisons. (Failure to identify such groups will justify termination of the study at that point.) Obtained changes can be evaluated in terms of the effect of time in the program on extent of change. (See Diagram I.)

b. What personal trainee characteristics are related to changes in self-esteem? (Positive change group and negative change group)

Ss can be compared with respect to differences (if any) in: (i) background characteristics (age, race, health, family status, previous school achievement, previous work experience, etc.); (ii) entry test measures of reading ability, vocational aptitude and interest, work values, general aptitude, motivation, etc.; (iii) observations and ratings of social behavior, participation, performance, etc. (See Diagram II)

c. What program experiences are related to changes in self-esteem?

Positive and negative change groups can be examined in order to determine the presence of significant differences in program experience; e.g., type of vocational trade training, participation in the residence program, number of individual counseling contacts, characteristics of Life-Skills Educator and Vocational Instructor, degree of identification with the Life-Skills Educator and Vocational Instructor participation in special remedial programs, etc. (See Diagram III.)

DIAGRAM I

Comparison of Mean Changes of Self-esteem

Changes in Self-esteem	Comparisons Between Self-esteem Test Administrations											
	Entry vs. Intermediate				Intermediate vs. Exit				Entry vs. Exit			
	CTP	ACL	SD	IPSE	CTP	ACL	SD	IPSE	CTP	ACL	SD	IPSE
Positive	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD
No Change	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD
Negative	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD	$\bar{X}$ SD

DIAGRAM II

Relationships between Selected Trainee Characteristics and Changes in Self-esteem

Changes in Self-esteem	Trainee Background and Abilities						
	Age	Race	Health	School Achievement	Initial Reading Ability	Sociability	Vocational Aptitude
Positive Change							
No Change							
Negative Change							

DIAGRAM III

Relationships between Selected Program Characteristics and Changes in Self-esteem

Changes in Self-esteem	Program Characteristics				
	Type of Vocational Training	Residence Participation	Number of Counseling Sessions	Maturity of Life Skills Educator	Identification with Vocational Instructor
Positive Change					
No Change					
Negative Change					

d. How do personal characteristics and program experiences interact?

Assuming that stages a, b, and c above have yielded results, data can be examined in order to determine the extent to which the interaction among the variables could be used for the prediction of changes in self-esteem.

(6) Statistics

The significance of differences of means and standard deviations will be computed for all three comparisons. If significant differences indicating change positively or negatively are obtained, then the three groups outlined above can be immediately established. If no differences are found, it then becomes necessary to examine the data in greater detail in order to select statistically extreme groups for comparison. Multivariate techniques will be utilized to examine relationships described above.

(7) Conclusions - Results would be significant at a number of levels: e.g.:

a. Tests; i.e., the establishment of preliminary normative data on a disadvantaged population for the California Test of Personality and the Adjective Check List; comparative data regarding the reliability of the Semantic Differential as a measure of self-esteem; the utility (predictive value) of a proposed "Index of Positive Self-esteem" (IPSE).

b. Trainees; i.e., the determination of those characteristics of trainees which are related to positive and negative changes in self-esteem; the relative contribution of intellective, personality and sociological determinants of level of self-esteem at point of entry; the relation between self-esteem and performance in the project; the minimal duration of experience in training necessary to produce positive change for different kinds of trainees, etc.

c. Program; i.e., the determination of those aspects of the TRY program which tend to enhance positive self-esteem, and the development of suggestions for modifications which could increase the desired interaction effect between known, relevant trainee characteristics and components of the program.

B. The Analysis of Other Questions - Illustrative Cross-Break Analyses

The questions and diagram below illustrate the range of issues which can be dealt with in exploratory Type A studies. It should be noted that these studies represent an informed judgment as to the kinds of questions that need to be examined if programs such as Project TRY are to have real significance. They are, however, by no means exhaustive, and will be modified on the basis of increasing knowledge and experience. (Refer to list of Variables and Instruments above for preliminary definitions of items which appear in the following Cross-Break Diagrams.)

(1) What is the relationship between improvement in basic learning skills; e.g., reading and math, and achievement (performance) in Life-Skills and Vocational Education?

		Achievement (Performance)	
Improvement In		Life-Skills	Vocational Education
Reading:	Functional Grade		
Math:	Functional Grade		

DIAGRAM IV

Inter-relationships of Certain Trainee Characteristics, Program Characteristics and Changes in Trainee Self-esteem

Changes in Trainee Self-Esteem	Maturity of Life-Skills Educator			
	Mature		Immature	
	Trainee Reading Level		Trainee Reading Level	
	High	Low	High	Low
Positive Change				
No Change				
Negative Change				

A similar analysis could be made for post-training performance by substituting such measures as post-training achievement and adjustment (e.g., job stability, upgrading, etc.) for achievement in Life-Skills and Vocational Education.

(2) What is the relationship between motivation and achievement (performance) in Life-Skills Education and Vocational Education?

	Achievement (Performance)	
Motivation	Life-Skills Education	Vocational Education
Participation		
Persistence		
Initiative - Independence		
Level of Aspiration		
Need Achievement (n.Ach)		
Need Affiliation (n Aff)		
Need Power (n Pow)		

A similar analysis would be made by substituting measures of social and personal adjustment for measures of post-training achievement and adjustment for achievement in Life-Skills and Vocational Education. Selected aspects of cognitive functioning (i.e., field-independence, risk-taking, behavior, etc.) can also be related to achievement and adjustment within the project and post-training.

(3) What is the effect of Residence upon the Social behavior of trainees and upon the quality of interpersonal relationships?

	Sociability	Self-regulation
Residence		
Non-residence		

A further analysis would examine in detail the demographic and background factors associated with residence which were related to significant positive changes in sociability, self-concept, and self-regulation. Similarly, an analysis would be made of the effect of residence upon achievement in Life-Skills education, learning achievement in Vocational Education, performance in Basic Skills (Reading and Math), and upon motivation.

(4) In terms of job-placement success, what is the interaction between vocational training, pre-placement counseling, and job market demand?

	VOCATIONAL CLASS PERFORMANCE			
	UPPER HALF		LOWER HALF	
	HI #PRE-PL COUNS. SESS.	LOW #PRE-PL COUNS. SESS.	HI #PRE-PL COUNS. SESS.	LOW #PRE-PL COUNS. SESS.
HIGH MARKET DEMAND	(PROPORTION OF "SUCCESSFUL PLACEMENTS")			
LOW MARKET DEMAND				

		Motivation: Need Achievement			
		Above Average		Below Average	
Level of:		Self-regulation			
		Good	Poor	Good	Poor
Vocational Interest	Hi				
	Lo				
Vocational Aptitude	Hi				
	Lo				
Vocational Maturity	Hi				
	Lo				

(5) What is the relationship between Motivation (n Ach), Vocational Interest and Aptitude and capacity for Self-regulation (planning, goal-setting) and performance in Trade Training?

(6) What is the effect of the interaction between the teacher's attitude toward his role ("Democratic" vs. "Authoritarian") and the trainee's affiliative and power motives on Life-Skills classroom performance?

		L - S Educator Characteristic	
		"Democratic"	"Authoritarian"
Trainee Motivation:			
Need Affiliation	Hi		
	Lo		
Need Power	Hi		
	Lo		

These questions and others related to major program objectives, as indicated by the questions in Chapter I, can be explored in a manner similar to the more detailed example outlined in the previous section.

C. Special Studies - Type B

There are several important issues which by their very nature do not permit ex post facto explanatory treatment in a setting such as TRY. These special issues lend themselves to examination in a series of circumscribed "pilot studies," which are briefly described below:

(1) Special Study I - Remedial Programs

Of particular interest to the project is the question of remedial programs in reading and math since our goal is to enable all trainees to reach a minimal 8th grade level deemed necessary for Vocational Training. The basic assumption is made that trainees present a range of communications skills problems and abilities, and therefore require alternative, "tailor-made" remedial programs, geared to their special needs.

In order to help clarify this issue, Project TRY has planned several pilot studies with selected numbers of classes and small groups of randomly assigned trainees to examine the effectiveness of three different kinds of remedial programs in communications skills. The studies can be undertaken at an appropriate time during the second year of the program.

Since there is no presumptive evidence for predicting which of the three (3) methods of instruction will be most effective with trainees at different initial ability levels, the following hypothesis will be offered:

> H_O: There is no difference in the effect on grade level improvement among three alternative methods of remedial instruction for students at different initial ability levels.

Ninety-six trainees, reading at or below the 7th grade level, will be drawn from a potential pool of 180 trainees (currently approximately 30% of entering trainees fall into this category). Trainees will be randomly assigned to the three treatments (methods of instruction), as indicated in the following diagram:

DIAGRAM V Comparative Effectiveness of Three Methods of Remedial Reading Instruction at Two Reading-ability Levels

Initial Reading Ability Level	Individualized Instruction	Language-Experience Instruction	Programmed Instruction
Level I (0-3rd Grade)	* $\bar{D}$ (N=16)	$\bar{D}$ (N=16)	$\bar{D}$ (N=16)
Level II (4th-7th Grade)	$\bar{D}$ (N=16	$\bar{D}$ (N=16)	$\bar{D}$ (N=16)

* $\bar{D}$ = Mean difference score; i.e., mean increase in reading grade level.

(2) Special Study II - Types of Life-Skills Curricula

(See Appendix for fuller explanation.)

The Life-Skills curriculum currently being used in Project TRY represents a relatively structured 750-hour program of instruction in five (5) basic "Areas of Life Responsibility" (see Chapter IV of the bound TRY proposal). Life-Skills Educators are provided with a detailed syllabus specifying content, scope, and sequence in planned modules extending over a period of approximately one year. While flexibility is encouraged, the program is sufficiently well defined to be considered a preplanned "Content-centered" curriculum.

It was our initial intent also to establish an "Experience-centered" Curriculum; one in which the content, scope and sequence, and locus of instruction would be determined by the trainees themselves, with the assistance of the Life-Skills Educator, who would utilize specific defined methods to encourage this process.

Both curricula are problem-centered, both combine the teaching and counseling functions, both utilize the City as an arena for individual and class projects and field experiences. The two curricula vary primarily with respect to the degree of preplanning and the participation of the trainee in that planning (see Appendix for a more detailed description).

Although certain practical considerations made it impossible to implement two curriculum designs (see Chapter III of this document), it is expected that a small-scale pilot study of the Experience-centered Curriculum be carried out during the next project year. The question which will be investigated is posed as follows:

> H_O: There is no difference in effect upon the behaviors and attitudes of trainees between the Content-centered and the Experience-centered Curricula.

Four Life-Skills classes will be selected randomly from among the forty (40) Life-Skills groups.

The Life-Skills Educators will be given intensive training in Experience-centered methodology, training which will be continued on a regular weekly basis by the assigned Supervisory Life-Skills Educators. Periodic checks will be made to determine whether, in fact, Experience-centered instruction is taking place. After a suitable period of time (minimum: 6 months), matched comparisons can be made along several trainee dimensions (e.g., performance, attitude changes, changes in self-regulation, etc.)

The following diagram illustrates the design procedure:

DIAGRAM VI

Comparison of Effect on Selected Trainee Characteristics of Two Curriculum Approaches

Type of Curriculum	Selected Trainee Behaviors		
	Self-regulation	Risk-taking	Independence
Content-centered			
Experience-centered			

(3) Special Study III - Effect on Vocational Aptitude of Trade Training

The prevailing assumption about vocational aptitudes, particularly mechanical aptitude, is that they are relatively fixed and unchanging. If, however, as is our presumption, aptitude is primarily an index of a series of repeated interactions between the individual with a given potential and a set of experiences related to that aptitude, then it is reasonable to hypothesize that culturally disadvantaged individuals, when exposed at last to such relevant experiences, will demonstrate significant changes in aptitude. All of the trade-training at TRY, save "Food Service" has large mechanical components requiring some degree of manipulative dexterity. As was found in the YMCA "Youth and Work Project," ignorance in vocational training was related to lack of information and experience. It is assumed that this will also be the case with TRY trainees. The question under consideration, therefore, can be stated as follows:

> H: Vocational aptitude will increase as a function of duration of exposure to mechanical trade training and the amount of increase will be positively correlated with performance.

Instruments: The instruments to assess vocational aptitudes are: the General Aptitude Test Battery (GATB), by special permission of the U.S. Employment Service, and the Flanagan Aptitude Classification Test (FACT). Entering trainees can be given either the GATB or the FACT as a part of the orientation-week test battery, and can be retested upon exit from the program. A diagrammatic representation of this study follows. (See Diagram VII)

Project Information Processing

The design for program evaluation places a huge premium on the early identification of factors affecting the decision-making process of trainees, staff, and management so that the necessary modifications in programs and procedures can be made as quickly as possible. Such an organic approach, which takes into account the ongoing interactions between staff and trainee and makes this knowledge regularly available as the program evolves, is crucial for program success, DIAGRAM VII - Change in Vocational Aptitude as a Function of Time in Training

Change In Vocational Aptitude (Total & Subscale Scores)	Time in Training		
	0 - 6 mos.	7 - 12 mos.	13 - 18 mos.
	Trade Area*	Trade Area	Trade Area
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Positive Change	$\bar{D}$ SD		
No Change			

* 1 = Auto-Diesel
2 = Vending Machines
3 = Appliances
4 = Heating-Refrigeration
5 = Business Machines

and is one of the goals of project evaluation. As described in Chapter III of this document, this system will first be developed on a pilot basis and introduced to the project as a whole at appropriate stages.

Project information processing will incorporate, on a practical basis, regular feedback of several types:

(1) Feedback to each trainee of concrete information on his progress. It is assumed that "knowledge of results" is essential to enable trainees to modify their behavior, and for staff to adjust the learning environment. Particularly at later stages, this knowledge will be a more efficient, independence-producing reinforcer than generalized rewards and punishments.

(2) Feedback of information to program leadership and line staff about staff performance and program unit effectiveness. This is necessary if program modification and development is to be an ongoing process based on informed decisions.

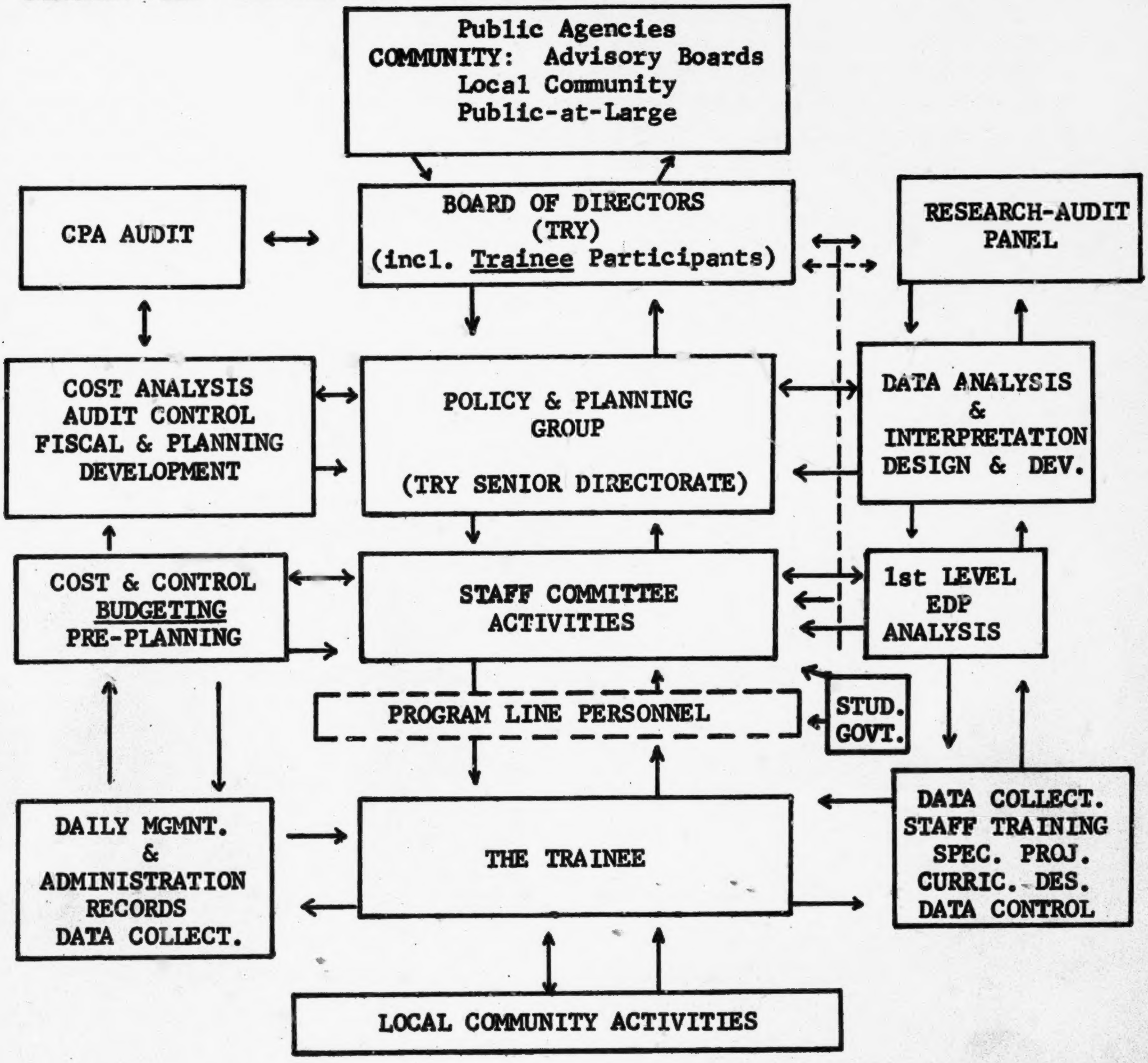
(3) Feedback of information to the responsible community about over-all project operation. This information may be in the form of reports, conferences, and seminars with contract officials, board members, professional consultants and advisory committee members, local community organizations and officials, friends and relatives of trainees, and institutions such as the Board of Education, the Employment Service, the Police Department, and other community projects.

The accompanying network diagram and brief description outlines the general procedures to be employed in establishing a "formal" information-processing network. It is hoped that such a structural arrangement will remain flexible and responsive to the inevitable "informal" network that will emerge, so that morale remains high and crucial project goals are never lost sight of. (See Diagram VIII and description below.)

Description of the Internal Feedback System

Level 1 - The Trainee - The Life-Skills Educator, as counselor-teacher, will play the most crucial "gatekeeping" role as a mediator between the trainee and the TRY Program. He will be the primary outlet through

DIAGRAM VIII - Information-Processing Network


Public Agencies
COMMUNITY: Advisory Boards
Local Community
Public-at-Large
CPA AUDIT
BOARD OF DIRECTORS
(TRY)
(incl. Trainee Participants)
RESEARCH-AUDIT PANEL
COST ANALYSIS
AUDIT CONTROL
FISCAL & PLANNING
DEVELOPMENT
POLICY & PLANNING GROUP
(TRY SENIOR DIRECTORATE)
DATA ANALYSIS
&
INTERPRETATION
DESIGN & DEV.
COST & CONTROL
BUDGETING
PRE-PLANNING
STAFF COMMITTEE ACTIVITIES
1st LEVEL
EDP
ANALYSIS
PROGRAM LINE PERSONNEL
STUD.
GOVT.
DAILY MGMNT.
&
ADMINISTRATION
RECORDS
DATA COLLECT.
THE TRAINEE
DATA COLLECT.
STAFF TRAINING
SPEC. PROJ.
CURRIC. DES.
DATA CONTROL
LOCAL COMMUNITY ACTIVITIES

which the goals and conditions of the program are communicated. Similarly, he will be the most immediate observer of the trainees' responses to their experiences in the program. When the system is fully developed, objective measures of program performance and progress (relative standing in all program areas) can be made available to the Life-Skills Educator by the Systems Development and Evaluation Department for communication to the trainee, and to the staff at "Level 2" (see below). Level 1, therefore, provides almost immediate knowledge to the trainees of their relative progress in all program areas. Simultaneously, both the subjective response of trainees and objective performance measures can rapidly and systematically be taken into account in shaping the evolution of programs. The feedback system at this level may involve daily data processing and weekly summary of results.

Level 2 - Program and Staff - As organized data from the Life-Skills Educator becomes available to the Senior Life-Skills Educators, additional evaluative data dealing with the effectiveness of other program components can be supplied to the appropriate specialists and supervisors would serve to identify critical needs and problem areas for presentation to the Program Policy Committee. On the alternate week of each month, the Program Committee can meet to consider and evaluate the information supplied. This committee, composed of representatives of each major program area of the Project, would have as its function to arrive at a consensus regarding priorities for future courses of action, and alternative solutions of critical problems. These recommendations would be forwarded on a monthly basis to the Senior Administrative Policy Committee.

Level 3 - Administration - In similar fashion, the Senior Administrative Policy Committee could meet on alternate weeks of the month. It would be composed of Administrative and Program personnel at the Director and Manager level, and other key individuals, as required. The function of this committee would be:

a. To coordinate Administrative Policy with Program policy;

b. to request additional program data when required for Administrative decision-making;

c. to communicate the course and progress of the program to the appropriate boards, advisory committees, and to act upon the recommendations and suggestions emanating from the Board of Directors;

d. to communicate Project results and accomplishments to appropriate authorities and agencies and to the community at large.

In the same way that the Life-Skills Educator is the immediate feedback "gatekeeper" for the trainee, the Program Policy Committee and the Senior Administrative Policy Committee are the "gatekeepers" for disseminating information and decisions back into the Project, and for communication to responsible authorities and the community.

Concluding Remarks

The foregoing description of an action-research design for the TRY Project represents those minimum investigations which must be undertaken if basic knowledge about changes in the trainees, the effectiveness of program components, and the utility and appropriateness of research methods is to be gained.

Some illustrative pilot, exploratory, and quasi-experimental designs have been described in some detail and additional important issues and problems have been briefly outlined. The design is intended to be flexible, to allow for the innumerable contingencies that inevitably accompany action-research.

The question remains: To what extent is it possible to conduct a minimum program of research at this time, in this place?

This issue, and the realistic strategies that must be considered, are discussed in the next chapter.

CHAPTER III

RESEARCH REALITIES
AND
STAGES OF IMPLEMENTATION

CHAPTER III

RESEARCH REALITIES AND STAGES OF IMPLEMENTATION

In the preceding chapter, the basic research design has been described. The studies which were outlined represent those considered to be necessary to obtain minimal knowledge of changes in trainees, project operations and research methods.

The feasibility of conducting such a comprehensive research program requires further elaboration, including a consideration of practical project realities and stages of implementation.

Practical Project Realities

The researcher in this experimental demonstration project is by design a participant observer. We would be remiss in this revision of the research design if we did not reflect on our experiences of the first full year of project operation and attempt to draw from them the relevant implications for research activities as they appear to us.

It seems clear to us that there are certain minimal conditions for the conduct of action research which must be met if research information is to be complete, reliable and useful:

1. There has to be a sufficient amount of order and stability in the institution to permit an efficient research department to be set up (hiring of personnel, purchasing, maintenance of regular testing schedules, orderly data collection and processing, etc), and to insure that what is being measured is not in a constant state of flux.

2. There must be commitment to research goals at all levels (Board of Directors, Executive staff, supervisors, and on-line personnel).

3. There must be sufficient trust among the staff, particularly in an interracial project, as evidenced by effective channels of communication within the organization to encourage a spirit of inquiry, a willingness to evaluate one's self and a basic tolerance for different points of view.

4. In setting up a large developmental institution from ground zero, there must be sufficient time to build the organization (prepare facilities, hire staff, write policy, purchase equipment and materials, establish community support, shake down Board-Staff working relationships), and to construct an innovative program (identify, collect, modify and develop curriculum materials and methods, train staff, develop research systems and test out their workability in pilot projects).

5. There must be sufficient support, interest and flexibility on the part of the Board of Directors and the Federal Government (the funding source) to deal wisely with the unexpected, to minimize bureaucratic red tape, and to facilitate the attainment of the primary goals of the project in the context of current local and national, social and political conflict.

Project TRY has been fortunate since the point of funding to have had excellent relations, support, and the personal involvement of officials in the U.S. Office of Education, the arm of the Federal Government chiefly responsible for overseeing the fulfillment of the contract. In addition, while there have been conflicts, TRY has also been fortunate to have had able leaders on the Board of Directors who have played a significant role in the steady frowth of effective Board-Staff relationships.

However, those other minimal institutional building blocks described in points 1 through 4 above have not yet been achieved. TRY has not yet fully solved the problems of stability, trust, commitment, and time. The historical causes and some of the consequences for research are described below.

Historical Antecedents

The problems faced by the project when it was funded for 4.3 million dollars on July 1, 1966 were numerous and complex. But hopes were high and appetites whet by the challenge, in spite of the fatigue among the small development staff exhausted after eighteen (18) months of intensive effort. Within a few weeks serious disappointments began to emerge which were to haunt the program during the whole of the first year. Substantial funds for hiring staff were not forthcoming until September. The newly-hired Director of Life-Skills Education, a most critical and central administrator in this project, submitted his resignation. Several individuals who were to constitute the core professional leadership of this division did not accept positions with TRY. As a result, senior leadership of the Research division had to assume multiple operating responsibilities. Delays in arranging for completion of the facility were encountered. Community relations plans were found to be inadequate. Trained staff of both races were extremely difficult to locate and employ; at the same time, significant pressure to hire personnel from the community was felt. Reacting to these and other pressures and the pressure of an unrealistic schedule for the large intake of trainees starting in November, the staff found it difficult, in spite of long hours and hard work, to both build the institution and solve complex developmental problems within the time allotted.

Racial stresses and strains were not long in coming. The initial developmental staff of the project was largely white, yet the target population, the community and the leadership of the Board of Directors was largely Negro. Accusations of discrimination were made covertly and, at a later stage, overtly, by various staff. These problems, while difficult and disturbing, might have been handled with greater skill had other pressures not continued to mount -- facilities, staffing, the intake of trainees, procedural definitions, the implacable passage of time. The interaction among all of these problems led to a series of delays.

Within a few months the plans for the phasing-in of programs and activities had to be completely revamped, and this process has continued to the present.

Eight (8) months after funding it had become apparent to some of the senior staff that the project was in an acute crisis; morale, Board-Staff relationships, staff discipline and responsibility, the status of program development, the lack of cooperation with the testing program, the shortages of desperately needed materials and equipment had all to be confronted objectively and resolved quickly to maintain schedules for the enrollment of trainees. A special Task Force was constituted to identify and propose solutions to these problems (including the senior leadership of the research division), and expended considerable time in this effort.

It was only after one year of constant frustration and consistent hard work that this tenuously held-together institution began to achieve some measure of stability. Facilities were completed by the end of June, critical staff positions began to be filled, Board-Staff relationships improved, necessary personnel changes began to be made, the critical need for staff training was acknowledged, curricula were completed, equipment began to arrive, trainees began showing up at testing sessions in larger numbers and previously collected material began to be organized, indexed and made available for use.

At the present time TRY still rests on a somewhat shaky foundation, but it is infinitely more secure a structure than existed a scant few months ago. It is a foundation which is gaining strength with each passing week. Given the exigencies faced by the program one year ago, Project TRY can be proud of major accomplishments during the past year.

It is also important to understand that until the basic building blocks of the organization were in place, the scope of research activities which had been planned for the first year were impossible to achieve. Both the Director and Associate Director of the research and development arm of the project played a central role in helping to build the institution and in solving the innumerable problems that arose. The decision to focus on the problems of institution-building was made in full recognition of the risks involved from the point of view of delay of research. It was also the only decision possible, under the circumstances, if research was to be more than a mere exercise in a vacuum.

However, now that TRY is an operating institution moving toward greater stability, we can look forward to the opportunity to focus on basic research tasks.

In the following section the reality of what has been experienced in the past is taken into account in describing a strategy for the phasing-in of research, and for the utilization of research information. These tasks represent essential steps which must be taken to achieve basic Research goals within the time period indicated. They are predicated upon having the necessary administrative support (attendance at testing, recruitment of research personnel, project-wide cooperation, etc.).

Stages of Implementation

(See Diagram below)

This revised research design will be implemented in two stages over the next year, contingent upon increasing project cooperation with an orderly testing program and the re-funding (in December) of the Project. (Stage I, the Program Development Stage, is largely completed at this time.)

1. Current Status (See SD&E section of the 4th Quarterly (Stage I) Report for fuller description.)

    a. Testing program established. Complete data now exists on 70% of trainees.

    b. Basic Test scoring and record-keeping procedures established.

    c. Computer program for analyzing trainee intake data completed.

    d. Curriculum Materials Center, Trainee Library and Reading Laboratory established.

    e. Basic content-centered Life-Skills syllabus completed and in use.

    f. Several multimedia kits completed.

2. Stage II: October 1967 - April 1968

From September on, that is, until all 600 trainees are enrolled (sometime in early fall) emphasis will be placed upon the continuation of intake data collection to describe the entering trainee. During this period procedures for scoring, processing and recording will be refined.

In early 1968, as the initial group of trainees are graduated from the program, complete exit test and questionnaire batteries will be prepared and administered, initial job-related outcome measures will be prepared. During the period selected groups of trainees still in the project will be scheduled for re-testing for special studies (i.e., study of self-esteem and reliability studies). A program of line-staff testing and evaluation will also be initiated during this stage. In addition, pilot testing of the proposed information feedback system; i.e., the testing out of the process of self-study in an action-research program, will begin. The analysis of changes in trainee behavior and attitudes as a result of training will commence when sufficient exit testing has taken place. Appropriate general recommendations for program modification will begin. The major tasks are as follows:

a. Research

(1) Complete intake testing.

(2) Select and administer additional trainee instruments and staff testing program.

(3) Complete over-all analysis of intake data and testing data for total TRY trainee population.

(4) Complete research record-keeping system (including information from Central Records on attendance, vocational performance, etc.).

(5) Develop instruments and procedures for describing and recording the process of Life-Skills Education and vocational training.

(6) Begin exit testing of trainees.

b. Life Skills Development Tasks

(1) Develop and initiate the participative process for the refinement and standardization of Life-Skills curriculum units, including teacher-made tests and feedback record-keeping devices.

(2) Continue materials selection and evaluation of multimedia kits for incorporation with Life-Skills unit packages.

(3) Undertake evaluation of reading materials and methods.

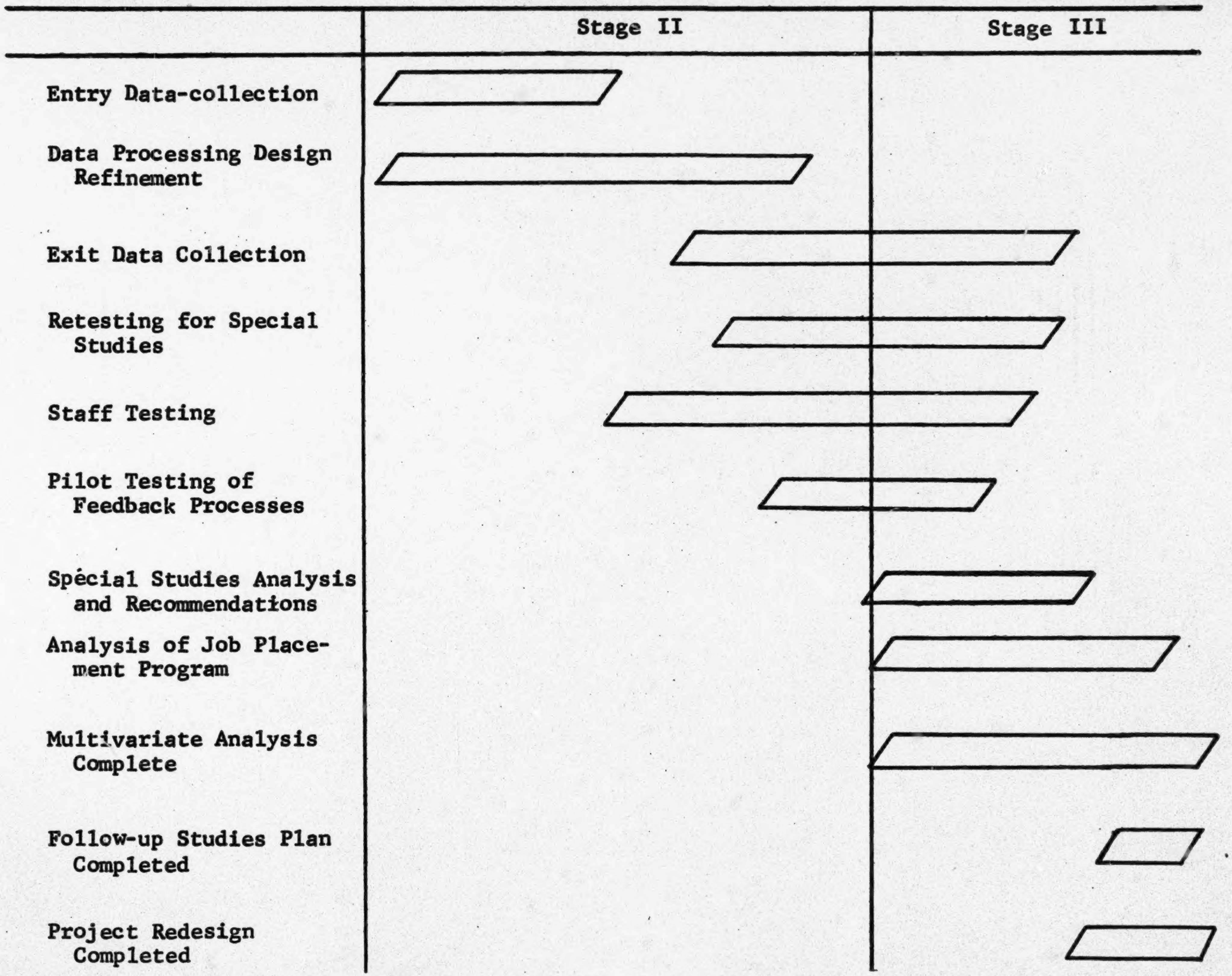
(4) Implement staff training programs in counseling and curriculum development, utilizing outside experts and in-house staff.

(5) Refine procedures for assigning trainees to special remediation and/or accelerated (G.E.D.) programs.

3. Stage III: May 1968 - December 1968

Commencing in the spring, the special studies described in Chapter II can be carried out. Exit testing and data analysis will continue until complete. Accepted proposals for program modifications will be implemented. Analysis of the job placement program will begin and final plans will be designed for the conduct of post-training follow-up studies. The large-scale multivariate statistical analyses will be undertaken, reported, and used as a basis for determining the most appropriate research instruments and methods, as well as program component specifics (staff, scheduling assignment, materials, curriculum, etc.) for possible implementation in a second generation TRY Project.

RECOMMENDED STAGING OF MAJOR RESEARCH TASKS



CHAPTER IV

SUMMARY

CHAPTER IV

SUMMARY

A revised design for an exploratory, multivariate action-research program has been outlined, in the context of the practical experience of a year's operation. The design is presented as a practical approach to the evaluation of a comprehensive project, with many interrelated parts which can affect training outcomes. If experimental and demonstration educational programs are to have any lasting value beyond the immediate and desperately needed services they offer, the questions raised in this document related to changes in trainee behavior, the process of education and the methods for research must be confronted. If they are not, mistakes will be endlessly perpetuated and little will have been added to the small body of knowledge concerned with the problems and processes of educating the growing number of disadvantaged young people.

The critical necessity for proposed solutions to this problem which the developmental team at TRY worked hard to achieve, and toward which many dedicated staff have devoted their best efforts, have come at a particularly painful time in our national history. It is ironic that after two years of struggle and delay TRY was funded at a time when the Negro community, and the temper of the young men in the community, began to be convulsed with new currents of militancy and increasing impatience with the slow pace of orderly change.

The recent outbreaks of violence in ghettos across the country bear witness to the continuing and desperately urgent need for providing opportunities for improving the quality of life of the poor everywhere. In spite of the motives and intentions of the designers of Project TRY, the project is caught up in, and must come to terms with, an historical process. It will bring pain and anguish and, ultimately, a basis for a new dialogue between black and white. Hopefully, a better kind of social justice will emerge from the current wave of bitterness.

These developments must, and most certainly will, affect the TRY program. TRY must inevitably become engaged in this struggle -- the Board of Directors, the Staff and the Trainees are largely drawn from the Bedford-Stuyvesant community. The progress and the success of TRY will be determined by the ways in which all those involved in TRY respond constructively to the present circumstances, by the extent to which the program remains focused upon its primary purpose: the education and training of young men.

The success of research will depend on these project responses, and the degree to which the management, Staff, and Board commit themselves to the necessity and importance of program evaluation.

Appendix A

TRAINING RESOURCES FOR YOUTH, INC.

A PROPOSAL ABSTRACT

March, 1966

A BRIEF DESCRIPTION OF

A PROPOSAL

FOR:	A special youth training project with experimental and demonstration units to be located in the Bedford-Stuyvesant section of Brooklyn.
TO:	*The U.S. Office of Economic Opportunity in accordance with the provisions of Title II of the Economic Opportunity Act of 1964, through the New York City Anti-Poverty Operations Board.
	*The U.S. Office of Education, in accordance with the provisions of Title II of the Economic Opportunity Act of 1964, through the Division of Vocational and Technical Education.
	And in accordance with the provisions of Title II of the Manpower Development and Training Act of 1962, through the New York State Department of Vocational Education.
	*The U.S. Office of Manpower, Automation and Training of the U.S. Department of Labor under Titles I and II of the Manpower Development and Training Act of 1962, through the U.S. Office of Manpower, Automation, and Training.
FROM:	TRAINING RESOURCES FOR YOUTH, INC. 1121 Bedford Avenue Brooklyn, New York 11216

CHAPTER I

INTRODUCTION

Submission Comments

This proposal is submitted by Training Resources for Youth, Inc. Agencies to which the proposal is being submitted through the appropriate city and state channels are: The Office of Economic Opportunity under the provisions of Title II of the Economic Opportunity Act of 1964; the U. S. Office of Education under the provisions of the Vocational Education Act of 1963, and under the provisions of the Manpower Act of 1962. Clearances and endorsements from local anti-poverty planning groups and the New York City Anti-Poverty Operations Board have been obtained.

Proposal Abstract

Training Resources for Youth, Inc., an independent membership corporation under the laws of New York State formed to conduct a demonstration training center for out-of-school, out-of-work or under-employed male youth aged 17-21. The basic goals of the Project are two-fold:

(1) To provide a comprehensive educational environment in which youth from the "culture of poverty" can learn the necessary vocational, personal, and social skills which are essential for living effectively in the "culture of achievement."

(2) To develop sound methods and techniques for producing positive changes in the attitudes and behaviors of deprived youth. These will include new approaches to counseling, more appropriate tests, a new Life Skills Education curriculum, a comprehensive approach to vocational training, more effective evaluation and research methods, intensive recruitment and placement procedures, and new roles for professionals and subprofessionals.

The youth and as many staff as possible will be recruited from the area of Bedford-Stuyvesant and adjacent sections of Brooklyn where there is a high incidence of poverty. The Project will offer training in six occupations: automotive-diesel service and repair, food service, vending machine service and repair, business and clerical machine service and repair, heating-refrigeration and appliance repair and service. It will also provide an integrated program of basic and Life-Skills Education and physical education. An opportunity for work experience in trade-related jobs will be provided as well as counseling, medical, legal, and social work services. As many trainees as possible will be housed in brownstone houses in the community. Placement and follow-through services including post-training counseling and an alumni club will be provided to participants when training is completed.

During the first year of project operation, six hundred youth will be brought into the program at the rate of 125 per month for five months. It is estimated that trainees will stay in the Project approximately 9-18 months with an average duration of one year.

During the first year, a number of key problem areas will be selected for special study. They will include: identifying and developing curricula for new occupations, training subprofessional youth advisors, providing multidiscipline services for youth with the most serious learning problems, developing instrumented reading programs, and detailing a new Life-Skills curriculum. Continuous evaluation of these special projects and the overall educational program will provide feedback so that informed decisions regarding program modifications can be achieved rapidly and efficiently. In addition, an intensive staff training program will be developed and instituted.

The Life-Skills Education curriculum is a new approach to the problem of reeducating the disadvantaged adolescent. It is designed to effect positive attitudinal and behavioral changes in the trainee through a series of action projects wherein the student learns competence in deriving and applying knowledge to practical life situations. The Areas of Life-Responsibility emphasized in this curriculum are: Developing and maintaining the self, psychologically and physically; Preparing for a career; Managing home and family responsibilities; Using leisure time productively; and Participating effectively in the community.

The Project is designed to utilize to the fullest the resources of New York City and, in particular, those of Bedford-Stuyvesant. The training program provides for numerous field-trip visits to places of business, industrial shops, and social and cultural institutions. In particular, several curriculum units of Life-Skills Education will provide for an intensive study of community resources. Part-time work experience while the youth are in the Project will acquaint them with the realities of employment in the city.

Occupational training will be conducted on a subcontract basis with Philco Corporation and Interstate United Corporation. Curriculum development, research studies, and staff training will be carried out in cooperation with universities and colleges which have expressed interest in providing student interns, professional consultation on educational problems, and specialized services. A committee of industrialists will assist in overcoming problems of placement. Committees of the Board of Directors will enlist the services of local citizens to assist project youth as they graduate from the training program.

CHAPTER II

THE PROBLEMS OF POVERTY IN BEDFORD-STUYVESANT

The nature of the economic, political, educational and social aspects of the problems of poverty are well documented. These problems are particularly acute in Bedford-Stuyvesant, the largest urban Negro community in the North. It is an area characterized by high population density, high rates of unemployment, deteriorating housing, overcrowded schools with insufficient staff, a high rate of school drop-outs, broken families, poor health and an alarmingly high incidence of social pathologies such as juvenile crime, dope addiction, alcoholism and mental illness. Ironically, with the rapid shifts in population in the past two decades, which increased the severity of community problems, fewer organizations and services providing leadership and community cohesiveness remained. Therefore, in order to begin to deal effectively with these critical social problems, older established social institutions must be rejuvenated and newer ones created to implement carefully coordinated and comprehensive programs.

Among the most immediate needs are: large-scale rehabilitation of housing, the development of local industry and job opportunities, improved schools, new programs for pre-school children, enrichment programs for school-age children, retraining programs for adolescent drop-outs, family counseling, health and legal services, programs for upgrading and retraining adult workers, child care clinics, mental health services, community action programs, increased recreational and cultural facilities, and many others.

Because of the YMCA's historical traditions of service to youth, and in particular, its experience in running a highly successful Youth and Work Training Program during the past three years, TRY has chosen to focus upon the problem of re-educating and retraining disadvantaged adolescents, aged 17-21. The Project will be coordinated with other community efforts.

CHAPTER III

A MODEL FOR CHANGE

Successful programs for effecting lasting psycho-social change require firm theoretical foundations which take into account basic behavioral principles and relevant human experiences. A well thought-out model insures that all program elements are fully coordinated and directed toward a central set of goals.

The TRY program is based on a model which asserts that the consistent patterns of behavior which constitute an individual's life style (personality) are maintained by both internal psychological and external environmental forces and expectations. Changes in life style are effected by 1) altering the external forces in order to confront the individual with positive experiences and eliminate negative ones, and 2) helping the individual to internalize new life styles by assisting him to reflect upon the new experiences, to develop skills at perceiving the relationship between his own actions and their consequences, and to take increasing amounts of initiative in making choices about his life.

The severely limited life style of the socially deprived adolescent is maintained in a precarious state of equilibrium by a complex of environmental forces (punishing relationships with adults, unemployment, poor housing, school failure, broken families, etc.) which constantly impel him in the direction of increasing social alienation and rebellion. In order to change his life style, a new positive learning environment must be provided which will eliminate the negative conditions and confront the youth with new alternatives. A practical and meaningful educational program, directed toward the specific needs of the deprived adolescent and utilizing his strengths is essential. A series of graded, action-centered activities, with time to reflect upon their significance, will encourage the development of new modes of behavior which will be constantly and systematically reinforced in the classroom, in the shop, in recreation, in residence and through community involvement.

CHAPTER IV

THE TRAINING RESOURCES FOR YOUTH PROGRAM

An Overview

After being recruited for the program, and after clearances have been obtained from family and school, the youth admitted for training will be oriented to the Project, evaluated, and assisted in making a choice of one of six occupations. He will also be assigned to a Life Skills Education group with fourteen other trainees, and will select a recreation program. The leader of the Life Skills Education group will conduct counseling sessions in order to help the trainee coordinate his program, give him support, and help him to resolve personal difficulties as they arise.

The daily program for each youth is about seven to eight hours long with additional scheduled voluntary activities. It includes about three hours of occupational training, three hours of Life-Skills Education, and one to two hours of sports and recreational activities. This basic schedule is flexibly administered depending on the immediate needs of the youth as determined by the youth and his Life-Skills Educator. (For example, some youth might need work experience immediately upon entering the program; other youth might need more than three hours per day of vocational training for a period of time.) Toward the end of the program, each youth works with special placement counselors, is assisted in finding a job, and provided with follow-through services such as: post-training counseling, an alumni club, and recreational programs. (See flow chart at the end of the abstract.)

Vocational Training and Work Experiences

Vocational Training will be offered in six occupations: (1) automotive-diesel service and repair, (2) food service, (3) vending machine service and repair, (4) business machine service and repair, (5) heating and refrigeration service and maintenance, and (6) appliance service and repair. The new training programs will be self-pacing and will be geared to the reading and math levels of participants. Intermediate job skill pay-offs will be provided in each curriculum so that youth can enter part-time occupationally relevant work experiences. For example, after the first several months of training in auto mechanics, a trainee would work as a service station attendant. After several more months of training, he might work as an assistant mechanic. After several more months, he might begin to specialize and then work as a bench mechanic, parts man, transmission specialist, etc.

The Vocational Training program with its related work experience will give trainees the opportunity to learn vital job-related skills in a supportive environment.

As indicated, the last portion of each training program will provide several tracks for specialization. One of these tracks in each program will offer training skills necessary for small business management related to each of these occupations. New training materials will be developed as appropriate.

Life-Skills Education

Life-Skills Education is a comprehensive experience-centered program designed to effect changes in the psycho-social attitudes and behaviors of disadvantaged adolescents so that they will function more effectively as workers, students, husbands, fathers and citizens. To accomplish this goal, the traditional roles of the classroom teacher and the counselor have been combined in a new curriculum that provides each trainee, through a series of planned, graded activities, with an opportunity to gain increasing competence in deriving and applying knowledge to practical life situations. The curriculum is divided into five major "Areas of Life-Responsibility" as follows: developing and maintaining the self physically and psychologically; managing a career; using leisure time productively; managing home and family responsibilities; and participating effectively in the community.

Basic verbal and computational skills necessary for competence in handling life responsibilities will be taught as an integral part of the Life-Skills curriculum. New reading and visual-aid materials specifically designed for disadvantaged youth will be developed as appropriate.

Life-Skills Materials Evaluation and Development

It will be necessary to review existing written and audio-visual materials developed elsewhere to determine what is useful for helping disadvantaged youth to learn. In addition, graded reading matter and visual aids materials will have to be devised to correspond with the content of the Life-Skills curriculum. At present, there is relatively little really good material available that is both geared to the reading levels of disadvantaged youth and appropriate for them in terms of content. Materials must be designed to convey information relevant to practical life situations and to take into account the verbal deficiencies and motivational needs of trainees.

Remediation

Many of the trainees will exhibit severe reading problems. Poor reading ability was, in fact, a major reason for their ever-increasing difficulty in mastering school subjects, which contributed in large measure to their failure as students. Remediation specialists will be concerned with the refinement of existing techniques and the development of new methods of teaching reading efficiently, utilizing available technology. The focus during the first year of the Project will be on the construction of programs for diagnosis and remediation. The basic objectives will be: 1) to define the essential reading subskills that must be mastered in order to obtain different levels of reading competence, 2) to develop appropriate diagnostic procedures for assessing subskill performance, 3) to develop reading and math remediation programs that can be incorporated as a part of Life-Skills Education.

Recreation and Physical Education

Physical education and a variety of recreation activities will be offered in the Project. Sample activities are: woodworking, dramatics, public speaking, a project newspaper, musical and choral activities, athletics, dance and various art programs. The intent of the program is to provide another important area wherein trainees can gain a sense of competence, learn how to use their leisure time profitably, and come to know the activities and cultural resources of the city. In the YMCA Youth and Work Project, it was found that many of the most significant breakthroughs in reaching and involving youth occurred through the more informal recreational activities. Therefore this program will not only permit new avenues of individual expression, but will serve as another means by which highly significant learning about self and others can take place.

Youth Services

In addition to formal training a variety of special program units are necessary to provide supportive services to youth as they move through the Project. These special services include: recruitment; intake and evaluation; housing; medical, dental, legal and social work services; and post-training follow-through services to supplement placement.

Recruitment

Recruitment represents the first step in moving the disadvantaged adolescent from the street corner to a place in the economic and social mainstream of our society. The trainees will be recruited by:

(1) Referrals from community agencies and individuals

(2) Public announcements and advertisements

(3) An active outreach program

There are currently twenty agencies in the community that refer youth to the YMCA Youth and Work Project. It is anticipated that referrals from these and other sources will increase. The training program will also be announced on the radio, on television and in the local newspapers. The second largest source of trainees will be through these media. An effort will be made through an active outreach program to reach the "passive one-third" of the trainee population who have little or no contact with any agency and do not respond to announcements. Since there are 77,000 out-of-school, out-of-work youth in New York City, little difficulty is anticipated in recruiting sufficient numbers of youth.

Intake and Evaluation

Following an initial tooling-up period, the Intake and Evaluation unit will process a sufficient number of youth to insure an admission rate to the Project of about one hundred twenty-five per month for the first five months. A level of six hundred trainees will be maintained for the remainder of the first year.

The major functions of Intake and Evaluation are:

(1) To provide initial screening and evaluation of all potential candicates. This will include medical, dental, and psychosocial evaluation.

(2) To obtain the necessary school and family clearances and to conduct an orientation period for all trainees. The specific nature of the various program units will be thoroughly described and demonstrated.

(3) To make initial assignments within the Project in cooperation with representatives from each of the major training units. The assessed aptitudes, interests and abilities of the trainees will be a determining fact in these assignments, as well as individual preferences.

(4) To maintain records of initial data concerning each trainee for purposes of evaluation and refinement of procedures.

Special Services

This unit includes medical, dental, legal and social work services. It will have major responsibility for such activities as operating first-aid stations, coordinating and implementing medical and dental treatment as required, providing personal legal services for the trainees in cases where such services are not otherwise available, providing a variety of necessary casework services which include assistance with family problems, relations with other agencies, and referrals for services not available within the Project.

Housing

It would be desirable for all trainees to have the opportunity to live within the Project. However, budgetary considerations make it necessary to limit the number of trainees who can be so accommodated. Housing will provide them with a place to study and be alone, and an informal setting where positive relationships with interested adult advisors and other youth can develop. Those trainees to whom residence will be available will be housed in small brownstone units located in the community.

Placement

An effective job development and placement program is essential to sustain the motivation of the trainees during the period of their training. The prospect of employment gives meaning to the training program. The experience of placing youth in jobs insures the feedback of information which is necessary to modify the training curriculum in order to take into account employment realities.

There is good employment potential in each of the six occupations which will be offered in the TRY program. The occupations selected have the following characteristics:

(1) There is a high present and future demand for skilled workers in these job areas.

(2) Entry jobs in these occupations are available to persons with reading and

math ability at no higher than the ninth-grade level.

(3) There is opportunity for upward mobility in the occupation through further training.

(4) These occupational areas are relatively free from the effects of automation and are fields of growth rather than of diminishing employment.

(5) These occupations are relatively free from seasonal lay-off problems and minority group - union problems.

The TRY Project has assurances from Philco Corporation, Interstate United Corporation (Brass Rail Restaurants), and a number of major petroleum companies for assistance in employing graduates of the program. As each trainee approaches the end of the training program, he will be evaluated by placement counselors who will attempt to match him with available job opportunities. Placement counselors will conduct periodic on-the-job counseling with both the trainee and the employer to assist in effecting a lasting job adjustment. If for any reason employment is terminated, the placement counselor will be available to assist the trainee in locating other suitable employment.

Follow-through Services

For many trainees the transitional period between the training environment and adjustment to the demands of living and working in the community will be a difficult one. A variety of services are essential in order to give him the necessary support and assistance during this critical period. Alumni clubs, post-training counseling, recreation and assistance with family and housing problems will be offered as long as is necessary to insure successful adjustment. As much as possible, citizens from the community will be enlisted to help with these programs. Involvement of local volunteers will serve as an indication to the trainee of the community's continued interest in his welfare.

Follow-through and placement services represent the final stage in the reintegration of these young men into the social and economic mainstream of the community.

CHAPTER V

THE TRAINEE AND THE PROGRAM

The model which has shaped the TRY Proposal emphasizes that the structure of an environment plays a major role in determining the way an individual behaves. In the design of the TRY program, therefore, much emphasis is placed upon the nature of staff-trainee relationships, questions of responsibility and individual freedom, the scheduling of the trainee's time, and ways in which these external guidelines for behavior will be internalized by the trainee. Psycho-social development of trainees will be achieved by a program organization which will assist the trainee in the gradual transition from his perception of relatively few alternative choices, to increasing awareness that responsibility for choosing lies with the individual. The trainee enhances his own sense of competency and self-worth while learning valuable skills for relating with others, regulating his own behavior and making the most of his time and energy. Student representatives will have a primary role in setting and maintaining standards of conduct as well as participating in program planning for the design of their own schedules as they progress through the program.

CHAPTER VI

PROGRAM EVALUATION

Program evaluation and development is an integral part of the TRY Proposal. Its chief function is to provide information on an on-going basis of what is happening in the Project so that informed decisions may be regularly made about how to improve the program. As such, evaluation plays a role in accelerating the process of change by providing feedback information about trainee progress, staff performance, and program unit effectiveness. The evaluation design integrates traditional social science research techniques with industrial quality control and change research models. It also provides for the overall description and interpretation of results of the TRY Project. This effort will demonstrate how organically integrated evaluation can greatly facilitate the self-correction of trainees, staff, and the educational system itself.

Special Developmental Projects

Learning Laboratory

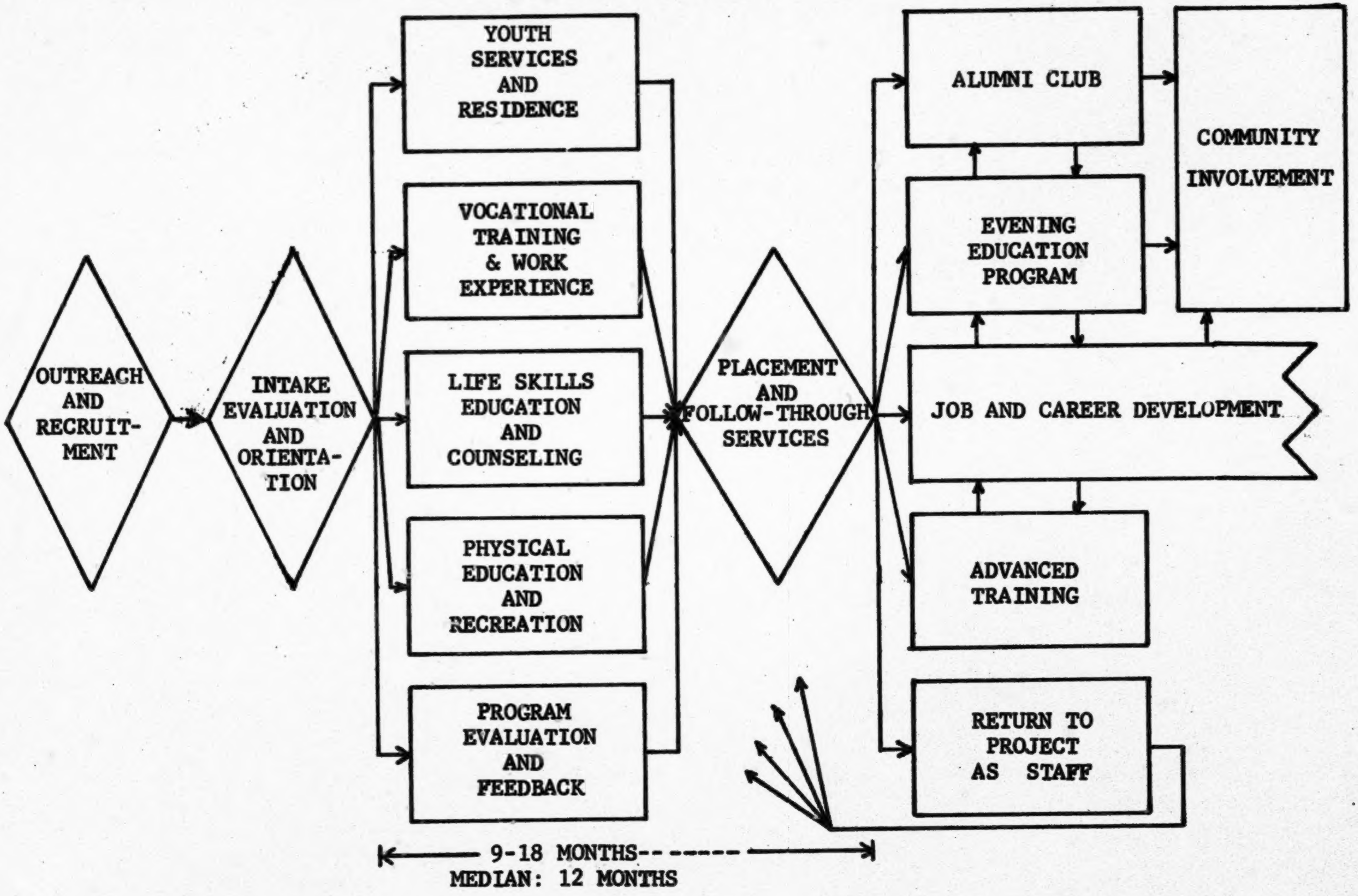
It is anticipated that a certain number of youth will evidence severe multiple learning problems. These youth will, in effect, represent the educational rejects of the TRY Project. They will need intensive programs of diagnosis and remediation for reading and math difficulties, emotional problems and other learning disabilities. Specialists in each of these areas will concentrate on overcoming the basic deficiencies in order that the trainees may be retained within the Project.

Youth Advisor

One of the consistent difficulties in providing services, including education, for the deprived is the problem of communication across social class barriers. Those providing services often cannot effectively establish the kind of two-way communication necessary if learning is to take place. Mature individuals, indigenous to the local community, who may lack formal educational preparation will be hired as assistants in several phases of the program. Indigenous staff can materially improve the quality of communication. In addition, the use of such personnel will provide the opportunity to define new subprofessional roles and to provide meaningful employment for talented individuals, who, because of social deprivation, lack the academic qualifications traditionally required for such employment. In-service training programs will be developed to train indigenous Youth Advisors as Recruitment and Intake Advisors, Life Skills Advisors, Recreation and Physical Education Advisors, and Placement and Follow-through Advisors. It is anticipated that during the first year of the Project, new career lines for Youth

TRAINING RESOURCES FOR YOUTH

FLOW DIAGRAM OF YOUTH DEVELOPMENT - 3/66


OUTREACH AND RECRUIT-MENT
INTAKE EVALUATION AND ORIENTA-TION
YOUTH SERVICES AND RESIDENCE
VOCATIONAL TRAINING & WORK EXPERIENCE
LIFE SKILLS EDUCATION AND COUNSELING
PHYSICAL EDUCATION AND RECREATION
PROGRAM EVALUATION AND FEEDBACK
PLACEMENT AND FOLLOW-THROUGH SERVICES
ALUMNI CLUB
EVENING EDUCATION PROGRAM
JOB AND CAREER DEVELOPMENT
ADVANCED TRAINING
RETURN TO PROJECT AS STAFF
COMMUNITY INVOLVEMENT
9-18 MONTHS
MEDIAN: 12 MONTHS

Advisors will be identified, and appropriate selection and training procedures devised, which will have significance for this and other projects.

Staff Training and Development

Maintenance of good communication, esprit de corps and quick responsiveness to emerging opportunities or problems requires a creative on-going staff development program, using all the formal and informal means at its disposal. The education problems with which the TRY Project will deal require a well trained, flexible and able staff. The variety of educational innovations in the Project will make it necessary to supplement the formal educational backgrounds and conventional experiences that most of the staff will bring to the Project, with additional training, specifically geared to the needs of the deprived adolescent and the TRY educational system. Following orientation to the Project, a continuing program of in-service training, in cooperation with the representatives of local universities and senior staff members, will be provided for each professional and subprofessional staff member. Training will include: weekly in-service seminars, conducted by qualified staff members or university consultants; inter- and intra-disciplinary case conferences; and formal courses at universities. Daily training will occur in supervisory sessions necessary to the conduct of the program. It is expected that a number of internships in educational and social science disciplines can be instituted in cooperation with local universities. This will provide additional stimulus to the staff, and help to maintain continuing relationships with the local educational community. It is also expected that there can be some transfer of personnel between staffs of the local schools and the TRY Project.

CHAPTER VII

PROJECT MANAGEMENT

The TRY Project has been organized as a non-profit, membership corporation. Membership of its Board of Directors includes: representatives of the Bedford-Stuyvesant community, members of the poor and individuals from the Greater New York metropolitan area who provide links with industry, education and the professions. Advisory committees of the Board of Directors are being formed to deal with specific problems which can be anticipated during the course of the Project. To be responsible to funding agencies, the public-at-large and the community, management will establish a strong system of internal operating and financial communication with the Board and a sound information-exchange program with the community and the public.

It is anticipated that there will be a three-month tooling-up period from the date of the signing of contracts until the first 125 trainees are admitted to the program. Thereafter, trainees will be admitted at the rate of approximately one hundred twenty-five per month for a period of five months until the first-year operating level of 600 trainees has been reached allowing for initial attrition. Recruitment of staff will be phased in accordingly, in such a way as to permit them to be oriented to the program and given preliminary training prior to the assumption of line duties. During the tooling-up period, necessary preparations such as the detailing of training curricula, the renovation of buildings and the purchase of equipment will take place.

It is expected that a majority of staff will come from the local community and the Greater New York City area.

A survey of YMCA and other facilities indicates that there is adequate space for housing the Project in the Bedford branch of the YMCA. This branch will be utilized as fully as practicable for purposes of training, physical education and recreation, classrooms, and office space. Residence areas will be leased from local property owners. The composition of the Board of Directors for the TRY Project indicates, in part, TRY's interest in obtaining high level management assistance to insure a competent operation.

APPENDIX B

EXPERIENCE AND CONTENT-CENTERED
LIFE SKILLS CURRICULUM MODELS

APPENDIX B

Life Skills Curriculum Model I

The Experience-Centered Approach to Curriculum Development

Objective: The development and documentation, by the trainees themselves, of successful experiences in life-like or real-life situations under the guidance of the Life Skills Educator. These experiences, in the five areas of life-responsibility training, are planned, implemented, evaluated and recorded by the trainees themselves to the fullest extent possible. Hence the curriculum grows out of their experience and involves the development of a full complement of personal and social skills.

The Process: The major impetus for this development process is provided by the trainees' felt needs and interests. It evolves through three levels of increasing power and skill in each of which the sequence of thought, action and consequence, elicited by the Life Skills Educator, provides both direction and documentation. A diagram and description of the process is presented below.

Flexibility: The individual trainee no matter what his level of self-confidence and basic skill can be readily accommodated within this model. As the group proceeds through the three levels in successive projects in the five life-responsibility areas the Life Skills Educator encourages each one to participate more and more fully in the learning process by assuming more active roles. He can readily maintain an accepting atmosphere within the group to support the slower and less gifted trainee and guide the more capable toward helping him by means of double-teaming them or influencing in other ways the formation of small subgroups.

LEVEL I

Enhancing the Self as a Contributor

Through carefully led group discussions the trainee comes to see himself as a valuable contributor. His present store of information is elicited and given recognition. His comments and insights are recorded and dignified in print. His needs and interests are explored and noted. He discusses the value of his present knowledge and what further knowledge could mean to him.

LEVEL II

Enhancing the Self as a Learner

Confident because of the recognition given to him and his peers as knowledgeable persons capable of contributing something of value to the group, the trainee is encouraged to become an expert in some aspect of the Life-responsibility area that interests him.

He is guided in his search for expertise to people, experiences, places, books and other media, as additional sources of information. With his new information, the trainee (actually a team of two or three) reports back to the group in a more formal manner; for example, in a panel discussion or verbal presentation to the group. These reports are tape-recorded and typed (with minor correction where necessary). The trainee's confidence as a learner and contributor is further enhanced. Opportunities to improve verbal communication skills are provided. The group discusses the various reports and is guided by the Educator toward the formulation of tentative action plans for improving an aspect of their community which here can mean the community of their group, the Project as a whole, their neighborhood, Bedford-Stuyvesant, or even the city itself.

LEVEL III

Enhancing the Self as an Effective Person

The trainees select a course of action and plan it in detail, delineating and assigning tasks to each other. The action plan is carried out and a formal written presentation of the experience is prepared by the group. Organizational and social skills are developed here as well as are personal and academic skills such as written expression, spelling, syntax, and the like.

Finally, the group discusses the value and import of the action project in terms of its effectiveness in itself and for their own development.

Role of the Life Skills Educator: As indicated above, the Life Skills Educator guides the trainees in the exploration of self, family and community. He brings maturity to the situation; ensures adequate coverage of the life-responsibility areas; encourages and counsels them and helps them develop effective and satisfying styles of learning, problem-solving, evaluation and reflection. He serves as a source of information and a guide to other avenues of learning.

Life Skills Curriculum Model II

The Content-Centered Approach to Curriculum Development

Objectives: The development of five life-responsibility curriculum units, each composed of a number of subunits organized in terms of lessons. The content is closely tied to the trainees' needs and interests as perceived and continually monitored by the Life-Skills Educator. It is an enriched curriculum utilizing off-the-shelf and home-grown materials, a wide variety of audio-visual aids and relying heavily on group discussion methods of stimulating interest and fostering comprehension. Each unit incorporates lessons in all the basic skill subjects and communication arts, that is, reading, writing, speaking, computations, social studies and so on.

The Process: Curriculum development within this model proceeds in several stages as indicated below.

Selecting the Syllabus

Stage I Under the guidance of a teaching supervisor the Life Skills Educators formulate a syllabus for a life-responsibility area bringing to bear their intimate knowledge of the trainees' needs and interests and suggestions trainees may have made as to topics.

Planning the Lesson

Stage II The Life-Skills Educators with the help of the supervisor prepare lesson plans for subtopic treatment. They search out curriculum materials for implementing the lesson plan, drawing from ready-made materials such as books, magazines, newspapers, films, records, etc. They also produce home-grown materials where they seem more appropriate or where published material is lacking. Field trips and group projects are included in these plans and are developed similarly.

Evaluating and Revising

Stage III These lesson plans are tried out in the classroom, attention being given to their ability to interest and inform the trainees. The Educators and the supervisors discuss and evaluate the plans, revising as necessary.

Flexibility: In addition to being closely tied to the training population's needs and interests, the content-centered curriculum as developed in TRY is also superior to the traditional curriculum in other ways. It can better keep pace with changing patterns of interests and needs of the trainees since it is continually monitored and revised. Its lesson units are so developed that one stands more or less independent of the other so that sequencing can be suited to the group processes in the classroom, the availability of materials, current events of interest in the community, etc. It brings all the skill areas into practice within a lesson of interest to the trainee obviating the problem of disliked subjects.

Role of the Life Skills Educator: As indicated above, the Life Skills Educator has the prime responsibility for preparing, organizing and revising curriculum relevant to the trainees' world and implementing it in an effective way in the classroom. He functions in much the same way as the traditionally effective teacher with more freedom and flexibility.

APPENDIX C

A REPRESENTATIVE SELECTION OF THE CONTENT-CENTERED CURRICULUM OUTLINE FOR LIFE SKILLS

Prepared by Instructional
Staff

May, 1967

An Explanatory Note Re: Curriculum

The differences between what is merely the static written syllabus, the course of study, and the real curriculum are great, and depend on many variable factors. For example, a change in the available material resources, the space, the time, or the human resources (trainees, Life-Skills Educators, Consultants, or the Supervisors) will have a profound effect on the curriculum but no effect on the already written syllabus or the course of study. To think, therefore, of a curriculum as merely the course of study is not realistic or helpful to the development of the program. In addition, this program at TRY is to be developed with the help of the trainees, Life-Skills Educators, and Curriculum Specialists. To do otherwise is to violate the spirit of cooperative input and personal meaning which is the heart of the Life-Skills concept. Thus, all decisions regarding the program are to be considered tentative before the fact and curricula after the fact of the experience.

Role of the Life-Skills Educator

As indicated above, the Life-Skills Educator has the prime responsibility of organizing, presenting, revising, and evaluating curriculum relevant to the trainee's world and implementing it in an effective way in the classroom. He functions in much the same way as the traditionally effective teacher, but with more freedom and flexibility, including more time for counseling his pupils and consulting with other professionals on curricular matters. Life-Skills Educators have responsibilities to teach both the Basic Skills and Life Responsibility aspects of the Life Skills Program.

Hours for Instruction

With Life-Skills Classes meeting five days each week for a total of three hours each session, seven hundred and fifty hours are therefore available to the Life-Skills Educator each year. Two hours each day (five hundred hours each year) are available for the Life Responsibility part of Life Skills. This aspect of the program has been divided into fifty topics.

Basic Skills Development

In addition to the Life Responsibility aspects of the Life-Skills Program, the Life-Skills Educator has approximately one hour each day (two hundred and fifty hours each year) for arranging an individualized, skill development program for his trainees in the areas of language (including reading, writing, and speaking) and mathematics development.

750 Hours X 1/3 = 250 Hours   Total for Basic Skills Area

Skill Area	
Reading	50 Hours - 1 Hour/Week
Speaking	50 Hours - 1 Hour/Week
Writing	50 Hours - 1 Hour/Week
Math	50 Hours - 1 Hour/Week
Open	50 Hours - 1 Hour/Week
	250 Hours - 5 Hours Week or 1 Hour each day

Two Organizational Approaches to Instruction

There are two different approaches to instruction currently underway within the Life-Skills Education Curriculum, but each has a characteristically different method of curriculum preparation associated with it. They can be described briefly as follows:

1. A content-centered approach to teaching: in which a relevant syllabus is produced for the trainees and Life-Skills Educators' use by Life-Skills Educators, Curriculum specialists and others. This, we believe, represents the best in traditional teaching and was the first approach instituted at TRY. This document is the first revision of that syllabus.

2. An experienced-centered approach to teaching and curriculum preparation: when the trainees and the Life-Skills Educators cooperate in the production and selection of learning (problems), experiences, and materials. This is the most recently developing approach at TRY and is based on promising progressive experiments in inductive teaching. We will elaborate on this aspect of the program in the near future.

Hours for Life-Skills Curriculum

750 Hours X 2/3 = 500 Hours Total for Life Responsibility Area

50 Topics @ 500 Hours = 10 Hours each subject (1 week)

Length of Program: 12 Months - 750 - 760 Hours

4 Cycles @ 3 Months Each

Length of Sessions:

Days per week	5
Hours per week	15
Number of subject units	5
Hours each unit	100
Hours per subunit	10
Number of subunits	50

Cycles

Every three months will complete one cycle of this program. A trainee, therefore, who decides to terminate his relationship with TRY at the end of three months will at least have gone through one cycle of our program and will have gained a certain amount of information that will be helpful to him as a citizen and a worker. The next three months, the Life-Skills Educator and trainees will complete another cycle in greater depth including more independent learning and more profound studies and projects. This can be accomplished in greater detail in each successive three-month cycle of the program.

Teaching Strategy

The following suggested teaching strategy has proved successful with some teachers and Curriculum Specialists in the past and may be helpful to Life-Skills Educators in developing their own teaching methodology.

First Level

Without judgment try to evoke from the trainees within the group what they already know about the subject that they are studying.

Second and Third Levels

Try to help the trainees learn from others outside the group, and share this with the group.

Fourth and Fifth Levels

Try to encourage the trainees to decide what they can do with the acquired information.

Goals of Program

1. To provide a comprehensive educational environment in which youth from the "culture of poverty" can learn the necessary vocational, personal, and social skills which are essential for living effectively in the "culture of achievement."

2. To develop new methods and techniques for producing positive changes in the attitudes and behaviors of deprived youth. These will include new approaches to counseling, new tests, a new Life-Skills Education curriculum, new approaches to vocational training, new evaluation and research methods, new recruitment and placement procedures, and new roles for professionals and subprofessionals.[1]

The criteria for inclusion in the curriculum usually includes the following:

1. Is it interesting to the learner?

2. Is it useful to the trainee to

    a) get and keep a job?

    b) strengthen his ability to cope with life?

3. Does it help the trainee contribute to his community?

4. Does it contribute to the growth and development of the American Society faced by the trainee?

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[1] Adkins, Winthrop, Rosenberg, Sidney, and Paul Sharar. Training Resources For Youth: Proposal Abstract, Y.M.C.A. of Greater New York, New York, June, 1965, p.i.

DEFINITIONS

The following definitions may help us, at TRY, to begin with one vocabulary:

Curriculum:	The total learning opportunities for trainees fashioned by TRY, Inc.
Curriculum Development:	The process of creating learning opportunities by the ordering and reordering of time, space, material resources and human resources, conditioned by teaching, counseling, consulting, and evaluating. Thus, altering one process will affect other related processes.
Goals of Program:	The total array of opportunities shall promote the learning needed by each trainee for becoming a fuller member of his community, as a growing, self-respecting, productive person and worker.
Learning:	Discovering personally meaningful alternatives.
Teaching:	The process of ordering and helping people discover personally meaningful alternatives.
Supervising:	A process of assuming responsibility for assisting teachers to improve the fashioning of learning opportunities, including the optimum use of the elements of curriculum development.
A Course of Study:	The requirements for achieving the goal of the program.
Syllabus:	A general listing of content for each subject area.
Life-Skills Curriculum:	A process of working together of Life-Skills Educators and trainees to develop a fund of experiences and to discover a variety of responsible ways of utilizing the trainee's community, work, self, family and leisure time with increasing personal power and skill.

I. The first level of learning (the first day of each topic) may be planned to help trainees develop a positive view of themselves as knowledgeable learners; it is assumed that the rest of the program depends upon the accomplishment of this first portion of the educational journey.

At first teachers evoke from trainees what they already know about each subject. We confront trainees (without judgment) with what they know by recording and preserving it on the chalk board, on large pieces of paper, or flip charts, on overhead projectors, transparencies, on recording tape, on video tape, or on typed copy. When the trainees' knowledge on a subject is displayed for them, it is often revealing to the trainees to find how much they already know. This accumulated information becomes valuable data for both trainees and Life-Skills Educators for future evaluation and planning.

SOME WAYS OF EVOKING INFORMATION FROM A GROUP INCLUDE:

Buzz Sessions
Free Association
Brain-Storming
Questions and Response
Non-Directive Questions
Role Playing

These may be used in varying amounts to add interest to the program.

II. The second level of learning, including the second and third sessions of each unit, may be planned to help trainees build up a more objective and knowledgeable view of themselves and others as learners. At this time, trainees are helped to gain facility in obtaining information by listening, writing, and reading, by phone, movies, libraries, trips, interviews, etc. They may sharpen sensitivity, skills, appreciation and develop criteria for valid criticism. Trainees may then share their new information with their fellow trainees by the following means:

Group Discussions
Panel Discussions
Symposiums
Written Reports
Dramatic Methods
Audio-Visual Materials
Formal Speeches
Oral Reading

III. The third level of learning, including the fourth and fifth sessions of each unit, may be used to encourage trainees to seek opportunities for successful experiences with an increasing variety of appropriate projects. It is assumed that the greater and more successful varieties of meaningful and active learning experiences and forms of projects will also stimulate trainees to seek further help with their basic skills. This combination of repeated, successful educational experiences may help our trainees become part of the mainstream of our productive society.

TEACHING TACTICS

Trainee Projects (one measure of accomplishment)

After a round of information gathering and discussion, trainees may desire some appropriate action. For example, while studying nutrition, the group may decide to do a study of what a young child eats in one day. They could then compare the eating habits of several children; they might then compare their data with selected medical recommendations regarding nutrition.

Another example of an action project could include ways of helping people sign up for Medicaid. Trainees might start with the people in their family; they could add the people on the floor of their building; they might then include their whole building and, finally, their entire block. Many interesting kinds of studies are possible. Trainees could figure out the money saved, the lives changed, the varieties of professionals and facilities assigned, or the differences in treatment obtained due to Medicaid, etc. They might also study ways of moving people to positive action.

Some trainees might wish to do something using the programmed instruction material. For example, a study might be done in the following way: one selected group of trainees might read the programmed instruction material while another group of trainees might listen to recordings of the same material. Reading scores can be compared to see if the material recorded by trainees could have an effect on the readers who also listened. Another group of trainees could make the recordings (a fine project for speech improvement).

Small Business Projects

Starting, operating, and closing a small business offers trainees multiple learning opportunities. Trainees can raise money, issue stock certificates, keep records, learn sales techniques, etc. More important, however, is the long-range effects of making business decisions, creating economic opportunities for themselves and their friends, and thus developing the feeling of controlling their own economic destiny.

There are many small business opportunities within the TRY building. We need a Snack Shop and a Trainee Store. Trainees might, in the future, develop businesses as a result of their newly acquired vocational skills and personal interests.

Reports of varied aspects of these small businesses will make interesting and useful reading for other trainees in this project and in schools all over the country.

Variety of Projects

The variety of projects, from letters to landlords to plans for new cities, is limited only by the initiative and interests of trainees and their teachers. The possibilities for solid educational experiences are endless.

Trainee projects and reports of projects may be dignified in the following ways:

1. Publication by class, TRY, Inc., or magazines
2. Display in rooms, in halls, or special exhibits
3. Presentation on stage or on film
4. Incorporation into their official folders

Trainee-developed projects can result from every unit of study. Trainees may work as a total group with their Life-Skills Educator or decide to work independently. Every trainee should be appropriately credited for his contribution to each project, and a copy of the project in which the trainee worked kept in the trainee's official folder. Supervisors may be expected to review the projects and send them to the Life-Skills Curriculum Committee where they can be considered for inclusion in the multi-media kits in each subject area.

It is recommended that in the first three-month cycle that all of the work be in directed study. In the second cycle, two-thirds of the work be in directed study and one-third of the work be devoted to project development. In the third cycle, one-third can be directed study and two-thirds projects or independent study; and in the fourth cycle we can have complete independent study and more advanced projects.

Assignments in Gathering Information

One way to make assignments is to require (or request) everyone to read or do the same thing: read the same pages in the same book, see the same thing, ask the same questions and, therefore, obtain the same information.

Another way to make assignments is to ask one or two people to take one aspect of the larger problem, another one or two people to take a different aspect, etc. In this way, larger units may be covered by the group more quickly and more thoroughly. The trainees may thus view themselves and others as specialized contributors of a responsible nature. This method also prevents a great deal of unnecessary and non-productive forms of competition between trainees.

It is therefore suggested that neither teachers or groups of trainees limit themselves to one source of information. Assigning the same reading to all limits the information available to the group. A variety of materials ought to be used, depending on the trainee's interests and abilities.

Mixed Media Kits

Introduction

Some people learn more readily by listening, some by observing, some by active participation, some by reflective writing, and others by reading. In many schools, however, the pupil who reads poorly is taught that he is incapable of learning until he reads. This tells us that the teachers in that school probably rely too heavily on one aspect of learning and probably exclude pupils from the business of learning by other means. This adds nonhelpful pressure to the task of learning to read.

The development of Multi-Media Kits at TRY is an attempt to provide selected learning opportunities in a variety of ways including, but not limited to, reading. In addition, the reading material collected is so varied as to include dignified material for many kinds of readers.

Mixed Media Kits are collections of printed and audio-visual materials. We now have one Kit for each of the five Life-Skills areas. Eventually these will be sorted into the fifty Life-Skills topic areas and additional material will be added by Life Skills Educators and trainees. Life-Skills Educators may check out individual material or an entire kit. Trainees may use material or take out a duplicate copy of a desired item from the TRY library when available.

The majority of materials are books and pamphlets. A few films have been secured as have a number of maps, overhead transparencies, artistic photographs, slides, trainee writings, recordings, expensive oversized books, drawings, games, models and reference books.

Kit Uses

The materials in the kits can be used for browsing for pleasure or to start a unit of study. For the latter, trainees could skim the materials to determine what subtopics they would like to study.

Once a unit is underway, trainees can search through the materials to answer questions which have come up. Questions could be assigned individuals or the whole group could search for answers to all questions. Individuals or teams could search after class, or the whole class could do so by sitting around a table on which the material from the pertinent kit have been displayed. The Life-Skills Educator can at the same time rapidly check the table of contents or title of each item. Then he can see that individual trainees receive items of particular interest to them.

More elaborate study can be done when projects are being prepared by trainees. Many trainees will need help finding information. If research is done during class time, the Life-Skills Educator would be well advised to secure the services of a Youth Advisor to assist in searching through piles of materials and through indexes for material for each trainee who needs help. Those finished projects which are presented to the class as a whole can be sparked up with overhead transparencies made on the spot from printed materials and with other audio-visual aids from the kits. Those trainees doing projects which require visits in the community can find lists of resources in the "Community" kit. The completed projects including trainee-made films, pictures, research, tape recordings, or creative writing will be welcome additions to the kits. This will offer trainees an opportunity to create materials for their friends and the trainees who arrive at a later time. The trainees, then, have contributed to the very life of the institution.

Basic skills can be taught with the kits. Many of the readings are written at a very simple level. Most of them deal with the subject matter in a mature way. Pertinent readings could be reproduced and used for reading practice. Many items written by trainees could also be used for this purpose.

Writing skills can be increased with kit materials. Photographs which stimulate strong reactions can be shown. Trainees can then write reactions. Sometimes if these are written anonymously and are then shown to the whole class, feelings can be shared which would otherwise remain unstated. This was done with the father-and-son photograph from the family kit

Although the kits are primarily for trainees, Life-Skills Educators find them useful for preparing lectures and discussions. Short readings can be distributed to trainees and read on the spot to spark discussion. Other material provides a quick source of information for a Life-Skills Educator to read to prepare a lecture-discussion.

In summary, the kits provide arranged materials for study by trainees of all reading levels and for Life-Skills Educators seeking both to provide meaningful subject-matter and to cut down on their preparation time.

Research

Research here is merely keeping records of what is happening over a period of time. The following good teaching practices may also be helpful for evaluating the progress of each trainee and the project. (Make sure the following items are appropriately dated:)

1. Keep a separate folder for each trainee. Include appropriate samples of his compositions and computations.

2. Collect verbal samples using tape recorder, notes and summaries of significant meetings, etc.

3. Use easels instead of chalk board, at times, so that the paper can be saved.

4. Use overhead projectors, when appropriate, and file plastic sheets.

5. Share interesting and helpful teaching-

learning experiences with your supervisors, other Life-Skills Educators, S.D.&E., and with our Board of Directors so that we may all learn to be more helpful.

Curriculum Helpers

There are several people available to help Life-Skills Educators with curriculum development and classroom procedures. They include Life-Skills Supervisors, Life-Skills Administrators, a Librarian, reading teachers, a math consultant, and curriculum specialists.

In addition to their other duties, curriculum specialists are available as consultants to Life-Skills Educators in preparing lessons, suggesting or developing materials, utilizing audio-visual equipment, or evaluating teaching methods.

Procedures for optimum utilization of these resources for the Life-Skills Educators should be worked out with your Life-Skills Supervisors.

Teaching Methods Guide

There is no one way to teach, but modern information about teaching suggests generally that trainees should remain active, not passive, during class. He should not be merely talked to and given all the answers. The Life-Skills Educator, in order to allow the trainee to take part and discover answers, must be willing to organize and pose a stimulating problem, listen to the trainees, and allow them to exercise their minds rather than merely fill them.

The following methods and content are meant to be helpful guides for teachers and not a locked-step arrangement. It is what we have decided to date, and requires our best and continued thinking.

(Editor's note: The forms on pages C-14 and C-15 are currently being used by some Life-Skills Educators to record their activities and resources. Following these forms is the Life-Skills course outline and selected topic outlines from each of the five units.)

TRAINING RESOURCES FOR YOUTH, INC.

LIFE - SKILLS
WEEKLY LOG

Supervisor ____________ Date ________ Educator ____________ Date ________

	Topics Covered	A	B	C	D	F	Materials Used	A	B	C	D	F
MONDAY	Topic Covered						Materials Used					
	Evaluation by LSE						Evaluation by LSE					
	Trainee reaction						Trainee reaction					
TUESDAY	Topic covered						Materials Used					
	Evaluation by LSE						Evaluation by LSE					
	Trainee reaction						Trainee reaction					
WEDNESDAY	Topic covered						Materials Used					
	Evaluation by LSE						Evaluation by LSE					
	Trainee reaction						Trainee reaction					
THURSDAY	Topic covered						Materials Used					
	Evaluation by LSE						Evaluation by LSE					
	Trainee reaction						Trainee reaction					
FRIDAY	Topic covered						Materials Used					
	Evaluation by LSE						Evaluation by LSE					
	Trainee reaction						Trainee reaction					

Positive Experience (+) Check Problem Areas (-) No Involvement (0)

	Content	Experience	Materials	Space	Trainees	Staff	Others	Time	COMMENTS
Organization									
Presentation									
Counseling									
Consulting									
Evaluation									

T R Y, Inc.

PERSONNEL RESOURCE FILE

L.S. Subject: ____________________

General subject topic: ____________________
____

Person: ____________________
Address: ____________________ Tel. ____________

Working situation in TRY, Inc. Other than TRY

________ place	____________
________ volunteer	____________
________ part-time	____________
________ consultant	____________
________ a. available hours	
________ b. special hours	
________ c. rate of pay	

Area(s) of Special Knowledge
____
____
____
____

Background of interest to TRY
Educ. ____________________
Work ____________________

Evaluation			
	__ use again __ w/L.S.E. __ w/trainees	__ do not use __ w/L.S.E. __ w/trainees	Why?

____
Signed

Life-Skills Topic	LIFE-SKILLS TOPICS UNIT I - The Self	Date Started	Date Completed
*1.	Who am I?		
*2.	To what extent am I reacting appropriately to my environment?		
3.	Understanding and caring for the body		
4.	Sexual development		
5.	Race (include as important concepts of attractiveness).		
6.	Where am I going and what do I need to change about myself to get there?		
7.	Relating to other people		
8.	What motivates people to act as they do? Learning		
9.	To what extent do I communicate effectively?		
10.	What's wrong in society that has prevented me from being what I should be?		
	UNIT II - Home and Family		
11.	History of the Family in a variety of cultures		
*12.	Destructive and positive factors influencing American Negro, West Indian, and Puerto Rican families		
13.	Getting married (Preparing for marriage)		
14.	Living with your present family and having your own family		
15.	Raising children		
16.	Home - What can it mean for you?		
17.	Money management		

Life-Skills Topic	LIFE-SKILLS TOPICS (Cont'd.)	Date Started	Date Completed
	UNIT II - Home and Family (Cont'd.)		
*18.	Consumer Education		
19.	Home Management and Homemaking		
20.	Special Problems (the unmarried family, discord, the broken family, death in the family)		
	UNIT III - Community		
21.	People		
22.	Institutions		
23.	Communication		
*24.	Facilities		
*25.	Resources		
26.	Geography		
27.	The larger community		
28.	Economy		
29.	The individual and the community		
30.	Problems of communities		
	UNIT IV - Work		
31.	What you have to offer		
32.	Selecting an occupation		
*33.	How to get a job		
*34.	Keeping a job		
35.	Changing a job		

Life-Skills Topic	LIFE-SKILLS TOPICS (Cont'd.)	Date Started	Date Completed
	UNIT IV - Work (Cont'd.)		
36.	Business opportunities		
37.	Part-time job (moonlighting)		
38.	The working family		
39.	The productive use of time (efficiency or time and motion)		
40.	The meaning of work (jobs, occupations, history of and future)		
	UNIT V - Leisure Time		
41.	Leisure time activities in neighborhoods		
42.	Leisure time and gratification		
43.	The misuse of leisure time		
44.	Leisure time organizations		
45.	Therapeutic and avocational value of leisure time use		
46.	Definition of active and passive leisure time activities		
47.	Budgeting leisure time activities		
48.	Enforced leisure time		
*49.	Family leisure time		
50.	Volunteer services as a leisure-time activity		
*	Topics have been included in their outline form in the pages to follow.		

UNIT I - THE SELF

Topic 1 - Who am I?

A. Objectives:

1. To aid trainee in forming a definition of the term "self-image."
2. To aid trainee in becoming more aware of the part that family background (genetic, social, etc.) plays in the concept that trainee has of himself
3. To aid trainee in becoming more aware of how the opinions of others affects his self-image.
4. To aid trainee in becoming more aware of the part that religion plays in his self-concept.
5. To aid trainee in becoming more aware of the part that race plays in his self-concept.
6. To aid trainee in developing a method of self-evaluation.
7. To aid trainee in developing a realistic attitude towards his potential self-image by looking closely at his past failures and successes.

B. Content Outline:

1. What is the meaning of the term "self-image"?
2. What part does family background play in the formation of a self-image?
    - a. Genetic
    - b. Social
    - c. Psychological
    - d. Others
3. Other factors affecting the formation of a self-image.
    - a. Race
    - b. Religion
    - c. Others

4. Self-evaluation

    a. Past successes and failures
    b. Present successes and failures
    c. Plans for the future (improving skills, problem-solving, etc.)

UNIT I - THE SELF

Topic 2 - To what extent am I reacting appropriately to my environment?

A. Objectives:

1. To aid trainee in becoming more aware of his actions and their effects on those around him.

2. To aid trainee in discovering the motives and attitudes underlying his actions.

3. To aid trainee in becoming more aware of his responses to various social, political and other types of stimulus.

4. To aid trainee in developing attitudes and actions that are consistent with his chosen goals.

5. To aid trainee in becoming more aware of the psychological, physical and mental factors governing his attitudes, actions and responses to his environment.

B. Content Outline:

1. Attitudes

    a. Thoughts
    b. Feelings
    c. Underlying motives

2. Actions

    a. Physical
    b. Verbal
    c. Others

3. Stimulus and Response

    a. Effects of environment on individual
    b. Effects of individual on environment

4. Individual problems and possible methods of finding solutions.

C. Suggested Activities and Methods:

Textbooks, lectures and discussions, films, naturalistic novels and short stories, newspaper articles dealing with current problems between individual and his society. Modern American plays of O'Neill, Miller, Baldwin, etc. Guest speakers.

UNIT II - HOME AND FAMILY

Topic 12 - Destructive and positive factors influencing American Negro, West Indian, and Puerto Rican families.

A. Objectives:

To understand the effect the American society has on the immigrating or migrating family of color.

1. The neighborhood he must live in.
2. The breaking of traditional mores.
3. The quality of education his children will receive.
4. Will any skills he possess be accepted?
5. The type of job an unskilled worker must accept.
6. The struggle to be accepted in the community and society at large.

B. Content Outline:

1. Characteristics of family life in original countries
2. Comparison of family life in America with above:
    a. Earning a living
    b. Integrity of family
    c. Male-female roles
3. The attitude of the host community and the effect it has on the immigrating or migrating family.
4. Comparison of groups with other immigrant groups (differences, similarities).
5. Consideration of mid-century American society on family life in general:
    a. Mass media
    b. Increased education
    c. Pleasure orientation
    d. Social welfare
    e. Psychological sophistication, etc.

C. Suggested Methods and Activities:

1. Guest lecturers, textbooks, newspapers, some magazines, films and records.

2. Textbooks, films, visit to the Countee Cullen Library, guest lecturers from the Commonwealth of Puerto Rico, the Federation of West Indian Islands and the Urban League.

3. Textbooks, discussions, reports from the trainees on the traditions in the home (foods, special religious holidays), films, trips to some of the white and nonwhite ghettos (Chinatown, Lower East Side, Williamsburgh).

4. Textbooks, discussions, film strips.

UNIT II - HOME AND FAMILY

Topic 18 - Consumer Education

A. Objectives:

1. To "sharpen up" trainee's consumer skills.
2. To aid trainee in becoming aware of the difference between price and value.
3. To teach trainee to distinguish between conspicuous consumption and necessity.
4. To aid trainee in the how, where, when and what to buy.
5. To give trainee a better awareness of the relationship between his "take-home pay" and his buying habits.
6. To aid trainee in becoming more aware of the difference between quality and label.
7. To "sharpen up" trainee ability to spot a fraud or hoax.
8. To aid trainee in becoming more aware of the relationship between supply and demand (price).
9. To teach trainee some basic clues in determining fact from fiction in advertising.
10. To aid trainee in developing buying discipline (cash before credit).

B. Content Outline:

1. Being a wise consumer
    - a. Consumer problems
    - b. Buying guides;
        - (1) Compare values
        - (2) Buy private brands
        - (3) Read labels
        - (4) Buy economy sizes
        - (5) Watch sales
        - (6) Shop in reputable stores
        - (7) Avoid fads
        - (8) Buy within income

2. Credit
    a. Kinds;
        (1) Charge accounts
        (2) Installment plans
        (3) Money credit
    b. Advantages and disadvantages of each of the above
    c. Advantages of buying for cash
    d. Mail order houses
3. Frauds and hoaxes;
    a. Kinds
    b. Avoidance of
    c. Protection and legal recourse
4. Advertising
    a. Devices of
    b. Criticism of
5. Money and prices
    a. What money is
    b. How prices are determined

C. Suggested Methods and Activities:

Textbooks, lectures, Consumer's Guide, comparative shopping trips to Forty-second Street, Delancey Street, supermarkets, small food stores, department stores, discount houses, outletsstores, newspaper articles on how natural disasters affect supply and demand and cost. Wall Street Journal. Read and decipher newspaper advertisements, catalogue.

UNIT III - COMMUNITY

Topic 24 - Facilities

A. Objectives:

1. To give the trainee an awareness of the facilities in his community.

2. To give the trainee the knowledge of the location and functions of the facilities in his community.

3. To aid the trainee in developing a feeling of responsibility for maintenance of the facilities in his community (civic pride).

4. To give the trainee the knowledge necessary to differentiate between his "rights" and his "privileges" in the context of community facilities.

5. To give the trainee a general idea as to the many facilities in the larger community (New York City, New York State) and how they can be used advantageously by the trainee.

B. Content Outline:

1. What facilities should every community have?

2. Which of the above are lacking in Bedford-Stuyvesant?

3. How can they be acquired?

4. A critical look at Bedford-Stuyvesant facilities:

   a. Playgrounds
   b. Parks
   c. Libraries
   d. Hospitals
   e. Police Department
   f. Transportation

C. Suggested Methods and Activities:

Textbooks on community action, visual aids (maps, etc.) lectures, discussions, visits to parks, playground, libraries, hospitals and police station-houses in and outside of the community. Talks to and from the leaders of the community (politicians, civic organizations, etc.)

UNIT III - COMMUNITY

Topic 25 - Resources

A. Objectives:

1. To make the trainee aware of the resources in his community.
2. To show him how these resources can be constructively developed.
3. To make the trainee aware of the potential of the available resources if constructively developed.
4. To make the trainee aware of who or what controls the resources in his community.
5. To show the trainee how he can become involved in the constructive development of the resources in the community.

B. Content Outline:

1. What resources does every community have?
2. What is needed for their successful development?
3. What role can the trainee play in bringing about their successful development?
4. What role can the community play in the successful development of its resources?
5. What role should the City and State play (if any) in the development of community resources?

C. Suggested Methods and Activities:

Textbooks, talks with the political and civic leaders of the community. Films, class discussions, lectures from Life-Skills Educators, and pamphlets on community development.

IV - WORK

Topic 33 - How to Get A Job

A. Objectives:

1. To give the trainee the knowledge of what is required to successfully apply for a job:
    a. Appearance
    b. Manners
    c. Speech
    d. Papers that should be available
    e. Personality

B. Content Outline:

1. What is the acceptable dress?
    a. Type and style of clothing (neatness)
2. What are considered bad and good manners?
    a. Removal of hat.
    b. Elimination of bizarre mannerisms.
    c. Looking at interviewer when addressing him or being addressed.
    d. Refraining from interrupting while being spoken to.
3. Speech
    a. Elimination of bizarre speech mannerisms
    b. Keeping in mind not to stray from the subject being discussed.
    c. Making sure your speech is clear, concise, and at a moderate level.
4. What papers should the trainee have with him?

    (Trainee should list them for the L.S.E. to check.)
5. The type of personality to be displayed:
    a. Congenial
    b. Positive
    c. Confident
    d. Interest in what is being discussed

C. Suggested Methods and Activities:

1. Grooming clinics, films, a trip to the U.S.E.S. with a lecture from one of the specialists.
2. Dry runs in the class with the trainees acting as interviewers and applicants.
3. Practice filling out application forms.
4. A trip to the Social Security office to observe the procedure and pick up cards for trainees who don't have them.
5. Textbooks, pamphlets, lectures, discussion.

UNIT IV - WORK

Topic 34 - Keeping a Job

A. Objectives:

1. To give trainees a realistic attitude toward work.
2. Inform the trainee of some of the reasons jobs are lost.
3. To give the trainee good on-the-job habits he can develop while in the program:
   a. Proficiency
   b. Loyalty
   c. Cooperation
   d. Functuality
   e. Appearance

B. Content Outline:

1. What are the do's and don't's in holding and advancing on a job?
   a. Absence only for illness or when unavoidable.
   b. Calling when absent or informing employer in advance when it is known to employee.
   c. Reporting for work on time.
   d. Making it known to the employer when work is not available.
   e. Carrying out each assignment to the best of your ability.
   f. Taking breaks only in the allotted time.

C. Suggested Methods and Activities:

Films, lectures, pamphlets, discussions, textbooks, and role-playing within the classroom where the trainees can act out the situations they will encounter on the job; tape and replay at a later date for evaluation.

UNIT V - LEISURE TI

Topic 49 - Family Leisure Time

A. Objectives:

1. To help the trainee recognize and understand what family leisure time is.
2. To show the trainee how family leisure time can be used for the strengthening and enrichment of the family unit.
3. To stimulate the trainee's thinking in terms of family projects and activities.
4. To help him understand the use and misuse of family leisure time.

B. Content Outline:

1. Under what circumstances do you usually find family leisure time?
   a. Weekends
   b. Evenings
   c. Holidays
2. What are some of the ways family leisure time can be profitably used?
   a. Family trips to points of interest in the city.
   b. Finding the locations of and using the city and state parks for family outings and picnics.
   c. Projects and games for the home that the whole family can participate in.
   d. Worshiping together.
3. What can be the expected results of these family activities?
   a. The members of the family learning to relate to one another.
   b. Having the members of the family think of themselves as a unit.
   c. Strengthening family pride.
   d. Construction of a happy family unit.

C. Suggested activities and methods:

Visual aids (maps to show the points of interest in the city and state). Class discussions, lectures by the Life-Skills Educators, films on family life, pamphlets and guest lectures from one of the local counseling agencies. Textbooks.

APPENDIX D

ERIC SUMMARY

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

(TOP)

ERIC ACCESSION NO.

CLEARINGHOUSE ACCESSION NUMBER

RESUME DATE 9-30-67 P.A. T.A.

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒

ERIC REPRODUCTION RELEASE? YES ☒ NO ☐

TITLE

A Design for Action Research at Project TRY
(FINAL REPORT)

PERSONAL AUTHOR(S) Adkins, Winthrop R., Ph.D. Rosenberg, Sidney, Ph.D.

INSTITUTION (SOURCE) Training Resources for Youth Inc. Brooklyn, New York, Research Division

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RETRIEVAL TERMS

attitude change
action - research
basic skills
behavioral change
comprehensive program
counseling
culturally - deprived
disadvantaged youth
demonstration - research
follow-up study
ghetto based operation
inductive teaching
life-style change
multivariate research
placement service
program evaluation
remediation
sample distribution
teacher evaluation
vocational training

IDENTIFIERS experience-centered curriculum ex post facto study life-skills education thought-action-consequence(TAC)model

ABSTRACT

Training Resources for Youth, Inc. (Project TRY) is a demonstration-research training project for 600 disadvantaged 17-21 year old, out-of-school, out-of-work or underemployed male adolescents from Bedford Stuyvesant. Funded jointly in July 1966, for 4.3 million dollars by the U.S. Office of Education, the Office of Economic Opportunity and the U.S. Department of Labor, the 9-18 month program consists of trade training in 6 families of occupations, Life-Skills Education, Recreation, Residence, Job Placement and follow-through services. TRY seeks to develop a new curriculum (methods, materials, roles, settings)and to determine through comprehensive action-research its effectiveness in producing positive attitude and behavioral changes in trainees. The Life-Skills Education program which combines teaching, counseling and curriculum development functions in the Life-Skills Educator provides for a curriculum which is problems-in-living-centered, experience-oriented, utilizing the city as a laboratory for teaching and learning. The program is described in two documents: Training Resources for Youth Proposal and the present document, entitled above. A multivariate, ex post facto research design is described, with suggested instrumentation, analytic and interprative approaches and a projected schedule of performance. Research operations problems are discussed.